DOCUMENT RESUME

ED 482 307 PS 031 687

TITLE	Early Childhood Standards of Quality for Prekindergarten through Second Grade.
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	1992-12-15
NOTE	132p.
AVAILABLE FROM	Office of School Excellence, Early Childhood and Parenting Program, Michigan State Department of Education, P.O. Box 30008, Lansing, MI 48909. Tel: 517-373-8483; Fax: 517-335-0592.
PUB TYPE	Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	*Educational Objectives; Accountability; Child Development; Developmentally Appropriate Practices; *Early Childhood Education; Educational Philosophy; *Educational Quality; Elementary School Students; Family School Relationship; Partnerships in Education; Preschool Children; Preschool Curriculum; Preschool Evaluation; Preschool Teachers; Primary Education; Program Evaluation; *State Standards; Student Evaluation
IDENTIFIERS	*Michigan

ABSTRACT

Recognizing the value and need for quality early childhood education programs for children ages four through eight years, the Michigan State Board of Education appointed an ad hoc committee to develop standards of quality. Based on the draft developed by this committee, this standards guide is designed to assist administrators, teachers, and parents in developing high quality early childhood education programs for children and assist local administrators in their efforts to implement the state mandates for the Core Curriculum. The outcomes recommended elaborate on the Model Core Curriculum Outcomes, with specific emphasis on early childhood developmentally appropriate practices. Critical program components are presented as distinct areas for which standards have been established, used to define quality, and recognized as determinants of expected program outcomes. The critical components are: (1) statement of philosophy; (2) accountability; (3) coordination, cooperation, and program support, including funding, instructional staff, and administrative/supervisory personnel; (4) family and community collaboration; (5) child development; (6) curriculum, including climate and strategies and content areas; and (7) assessment and evaluation of program goals and learner outcomes. The content areas of the curriculum are: (1) cognitive development; (2) mathematics; (3) science; (4) creative arts; (5) language arts; (6) physical development; (7) health, nutrition, and safety; (8) social and emotional development; and (9) social studies. Within the first five critical components and the climate and strategies area of the curriculum component, standards are delineated with accompanying criterion, quality indicators, and supporting references. Included within the content areas of the curriculum component are learner outcomes, indicators, suggested instructional strategies, and relevant references. The assessment and evaluation of program goals and learning

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outcomes component includes standards, indicators, suggested strategies, and supporting references. Appended is a glossary of relevant terms. (KB)

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EARLY CHILDHOOD STANDARDS OF QUALITY

FOR PREKINDERGARTEN THROUGH SECOND GRADE

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Michigan State Board of Education
Early Childhood Education, Parenting,
and Comprehensive School Health Unit

December 15, 1992

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12,000 copies were printed at a cost of $15,040.80 or $1.25 per copy.

Reprinted September, 1995

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FOR PREKINDERGARTEN THROUGH SECOND GRADE

Michigan State Board of Education
Early Childhood Education, Parenting,
and Comprehensive School Health Unit

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INTRODUCTION

This document is designed to assist administrators, teachers, and parents in developing high quality early childhood education programs for children ages four through eight years old.

ON NOVEMBER 5, 1986, the Michigan State Board of Education approved the document, *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds.* The purpose of this document was to provide the framework for design and implementation of high quality programs that meet the specific and different needs of children in preschool programs.

Since that time, the entire nation, including Michigan, has been in the midst of profound educational reform. Major efforts are being undertaken to improve the quality of teaching and learning in classrooms and to enhance the contribution of education to economic growth and social welfare. Simultaneously, the early childhood community has developed a comprehensive vision for educating young children, including the development and delivery of programs that address the continuum of development from birth through eight years of age, rather than a single age within this period.

In an effort to better serve Michigan's children and families, the State Board of Education has approved several initiatives over the past six years to implement, expand, or improve the quality of early childhood education programs and school reform projects through school improvement and restructuring. The early childhood initiatives have included a philosophy statement for early childhood education: *The Standards of Quality and Curriculum Guidelines For Preschool Programs for Four Year Olds; Curriculum Resource Book for Preschool Programs*; an Evaluation Report For Preschool Programs For Four Year Old Children At Risk; *Developmentally Appropriate Assessment of Young Children*; and a position paper: "Michigan's Response to the National Association of State Boards of Education *Right From the Start.*"

Recognizing the value and need for quality early childhood education programs for children four through eight years old, the Michigan State Board of Education appointed an Ad Hoc Advisory Committee for Early Childhood Standards of Quality in April 1991. Parents, professionals, and representatives of various agencies, organizations, and school districts concerned with the education and development of young children were commissioned to develop *Early Childhood Standards of Quality for Prekindergarten Through Second Grade.* The committee began its work in June 1991 and concluded its assignment in April 1992. The committee's volunteer hours to accomplish this task totalled 2,500 hours. The committee's comprehensive efforts resulted in a draft of the contents that follow.

INTRODUCTION

This document is designed to assist administrators, teachers, and parents in developing high quality early childhood education programs for children ages four through eight years old. The ideas presented are based on research concerning the individual needs of young children, the areas and sequence of development, and the atmosphere and conditions under which children learn best. This document will assist local administrators in their efforts to implement the State Board of Education mandates for the Core Curriculum. The outcomes recommended in this document elaborate on the *Model Core Curriculum Outcomes* with specific emphasis on early childhood developmentally-appropriate practices. A set of critical components is included: philosophy, accountability, coordination, cooperation and program support, family and community collaboration, child development, curriculum, and assessment and evaluation. These components are presented as distinct areas for which standards have been established. They are used to define quality and recognized as determinants of expected program outcomes.

These standards are offered by the Michigan State Board of Education as measures for identifying and comparing the qualitative and quantitative value of early childhood programs from prekindergarten through second grade. In developing the standards, the committee included information and direction that would comply with Public Act 116, the day care licensing regulations for all child care programs. These rules set forth the minimum standards for the care and protection of children ages four through eight years old attending Michigan's child care centers and public school sponsored preschools and before- and after-school child care centers.

Taken together, these rules and the document standards articulate what is expected or considered to be appropriate goals, objectives, and activities for the learning and development of our children four through eight years.

STATEMENT OF PHILOSOPHY

Early childhood education programs are to be appropriate, relevant, and nurturing, thus enabling children to pursue life-long learning.

THE MICHIGAN STATE Board of Education is committed to supporting high-quality early childhood education programs for children through eight years of age. These programs recognize each child as a whole person, whose growth occurs in developmental stages that are sequential and continuous. The early childhood programs recognize and value families in their cultural, linguistic, and social diversity as active partners within the school community.

Components of a high quality early childhood education program are to include

- A qualified and nurturing staff
- A warm, stimulating, and multi-sensory environment
- Developmentally appropriate materials
- A curriculum that supports children's individual rates of development
- Teaching practices that reflect developmentally appropriate practices
- A continuous evaluation system that regularly assesses and reviews program goals and learner outcomes
- A cooperative venture between home and school
- Collaboration with the community
- Continuous staff development.

Family members, teachers, community members, agencies and administrators are to work cooperatively in the development and implementation of a learning environment which enhances the child's social, emotional, physical, and intellectual development.

Children's learning environments are to reflect the current standards on how children learn (e.g., National Association for the Education of Young Children and the National Association of State Boards of Education). Early childhood education programs are to be appropriate, relevant, and nurturing, thus enabling children to pursue life-long learning.

STANDARDS OF QUALITY:
PHILOSOPHY

Standard A.1:

A written philosophy for the early childhood education program is developed and utilized as the basis for making program decisions and establishing program goals and objectives.

ALL QUALITY early childhood programs are guided by an underlying theory or statement of fundamental beliefs which establishes a framework for program decisions and provides direction for goal setting and program implementation, the foundation upon which all activities are based. The program's philosophy reflects the input of staff and parents and their understanding of how children develop physically, socio-emotionally, and intellectually. It provides the rationale for the early childhood education program's activities and is applied to its total operation.

Criterion A.1.1

The philosophy is developed with input from early childhood staff, administrators, parents/guardians, and community representatives, and adopted by the local board of education.

Quality Indicators:

- The philosophy is developed by incorporating suggestions from the early childhood education staff, administrators, parents/guardians, and community representatives.
- The philosophy is revised every five years by staff, parents/guardians, and community representatives.
- Revisions reflect input from staff, parents/guardians, and community representatives; new legislation; research findings or other significant factors which impact early childhood education; and is recommended for adoption by the local board of education.

Criterion A.1.2

The philosophy states the rationale for the early childhood education program serving children four through eight years of age.

Quality Indicators:

- The philosophy is correlated with state and local goals, standards, and guidelines for an early childhood education program.
- The philosophy is consistent with other educational philosophies that affect the early childhood education program.
- The philosophy reflects the current legislative intent for the early childhood education program.

- The social, economic, cultural, linguistic, and familial needs of the society as well as the community are reflected in the philosophy.
- Research findings or theories referenced as resources are identified in the philosophy.

Criterion A.1.3

The philosophy is applied to all components and facets of the program.

Quality Indicators:

- A copy of the philosophy is available to all interested persons.
- The philosophy is distributed to early childhood education staff, administrators, governing board members, parents, and guardians.

Criterion A.1.4

The philosophy is utilized in the early childhood education program.

Quality Indicators:

- The philosophy is used in identification of program goals and objectives.
- The philosophy is visible in the program plan, development, and implementation.
- The philosophy is utilized in the development of staff job descriptions.
- The philosophy is visible in the evaluation and revision of the program.
- The philosophy is utilized in the development of staff development activities.

STANDARDS OF QUALITY:

ACCOUNTABILITY

Standard B.1:

Quality early childhood education programs are accountable for their policies and practices.

EARLY CHILDHOOD education programs are regularly assessed as a basis for expanding on successes and correcting shortcomings. Plans for improvement are formulated, implemented, and reviewed regularly to continuously improve all aspects of the program. Those evaluating the program are to adhere to the following general principles:

- All children are to have equal access to the program. Screening, if needed, is used for planning instruction and special services, not for exclusion from the program or placement in extra year programs.
- Student progress is evaluated frequently and the results are used for planning individualized educational activities.
- Many sources of information are used for making decisions regarding children's placement in intervention programs. Decisions are never based on a single test score.

Criterion B.1.1:

Early childhood education programs are ready for the children, rather than expecting the children to be ready for the program.

Quality Indicators:

- Entrances into school are based upon chronological age; children should not be excluded from school or placed in extra year programs on the basis of special needs, delayed cognitive, gross or fine motor, home language, social and emotional development assessment.
- Screening procedures, if done at entry, are used to plan appropriate classroom experiences for children or to recommend further evaluation for intervention or special services.
- When placements of children are necessary, varied developmentally appropriate methods and techniques for comprehensive screening and diagnostic assessment are to be utilized. These procedures are to incorporate the ethnic, cultural, and linguistic differences of the school population.
- Decisions for intervention and retention are made by appropriately identifying and assessing the child's functioning level based upon the normative developmental range for the child's age group.

Criterion B.1.2:

Approaches to student assessment are consonant with developmental philosophy, curriculum, and positions taken by professional associations concerned with the appropriate testing of young children.

Quality Indicators:

- Letter grades are not used to report student progress. Rather, the staff shares information derived from recorded observations, interviews, samples of student work, and other indicators.
- Decisions on student progress are based primarily on individual growth and development and secondarily by guidelines which are age appropriate and are never defined by an arbitrary set of criteria.
- Major decisions regarding a child's progress, intervention, or placement are not made on the basis of a single test score or achievement in one content area such as reading, math, etc.
- Decisions for intervention and retention are made by appropriately identifying and assessing the child's functioning level based upon normative developmental range for the child's age group.

Criterion B.1.3:

Early childhood education programs' policies and procedures open the door to participation from the entire community in all its diversity.

Quality Indicators:

- Programs do not limit participation by students on the basis of race, color, national origin, gender, language background, religion, handicapping condition, or socio-economic status.
- The goals, policies, and procedures of programs are published in clear, easy-to-understand form, and made available to all prospective participants. If needed, the program's goals and policies are translated or interpreted for language minorities, the hearing impaired, and the visually impaired.
- If there are problems or circumstances such as

homelessness or migrant status that hinder a family from placing an eligible child in programs, the institutions involved will help search for a solution.

Criterion B.1.4:

Retentions are rarely considered as appropriate options in a developmental program.

Quality Indicators:

- Children whose growth and development falls outside age-appropriate guidelines are provided with diagnoses by specialists and subsequent intervention when necessary.
- If retentions or other interventive actions are considered, they are never based on a single factor but a wide variety of considerations including observations by the program administrator, the teacher, the support staff, and the parents.
- Precautions are taken to filter out cultural habits, ethnic and gender characteristics, language differences, and socio-economic factors from consideration as developmental deficiencies that justify retention, extra year classes, or other interventive action.

Criterion B.1.5:

Early childhood programs are to provide support services to meet the specialized needs of their students.

Quality Indicators:

- Support services are provided for children with limited proficiency in English.
- Readers and interpreters are provided for hearing impaired and visually impaired children.
- Access to special education services is provided through referral of children with suspected handicapping conditions.
- Social services, public health, mental health, and volunteer agencies collaborate to better coordinate services to children and their families.
- There is a plan for the transition of young children from preprimary impaired programs into regular kindergarten and primary grades.

STANDARDS OF QUALITY

COORDINATION, COOPERATION, AND PROGRAM SUPPORT

CHILDREN'S SUCCESSES at school are strongly related to their physical and mental health, adequate nutrition and housing, and supportive families whose needs are met. Early childhood programs need to work collaboratively and cooperatively with a variety of programs, institutions, organizations, and agencies to provide for these needs and to ensure learning.

Standard C.1:

Local school district programs collaborate to ensure a common philosophy, provide for the possibility of shared funding and for joint professional development opportunities.

Criterion C.1.1:

All programs in local school districts dealing with children and families (e.g., Even Start, programs for preprimary impaired children, Head Start, community education, Chapter I, Title VII bilingual, migrant, state-funded at-risk four year old programs, vocational programs, parenting programs, religious organizations, employer-sponsored child care, tuition programs, Job Training Partnership Act, etc.) are to show evidence of collaboration.

Quality Indicators:

- Programs share a common philosophy of early childhood education.
- Each program has an awareness of all programs in the district.
- Programs plan for inclusion of as many children and families as possible (rather than competing for participants).
- Programs explore joint funding possibilities.
- Programs promote joint professional development opportunities for staff.
- Programs promote outreach efforts in the community as part of ongoing public relations efforts in the district.

Standard C.2:

Early childhood programs collaborate to ensure a smooth transition for children and families to public schools and contribute to positive public relations in the community.

Criterion C.2.1:

The public school and other early childhood programs work cooperatively and collaboratively in order to facilitate transition from one program to another.

Quality Indicators:

- There is an awareness of one anothers' programs and an identification of commonalities.

- Programs provide printed materials and activities for families and children from other programs.
- There are joint funding and professional opportunities through consortium efforts.
- All programs advocate on behalf of young children.

Standard C.3:

Collaboration with professional organizations dealing with young children and education and with other education institutions is providing resources and is strengthening advocacy efforts.

Criterion C.3.1:

Intermediate and local school districts are collaborating with the professional organizations of school administrators and early childhood teacher associations, along with colleges and universities, to deliver quality early childhood education programs.

Quality Indicators:

- Intermediate/local districts, colleges, and universities share resources such as speakers, prepared media spots, and support services for young children and their families.
- Collaborating entities work to expand existing support services for young children such as child care, literacy initiatives, and summer food programs.
- Professional organizations and local districts share information about training conferences and other staff development opportunities.
- Collaborating partners advocate for young children and support quality early childhood education programs.

Standard C.4:

Public and private community agencies collaborate to meet the comprehensive needs of children and families and assist one another in the delivery of services.

Criterion C.4.1:

Public and private agencies in the community and the public elementary schools are forming an interagency council.

Quality Indicators:

- Information on available services and eligibility requirements for services is shared with administrators, the teaching staff, and one another.
- The process of referrals is streamlined.
- Resources to achieve specific objectives are shared (e.g., health screenings, counseling, parenting sessions, before- and after-school child care, and care for sick children).
- Physical space is shared (e.g., a well-baby clinic in the school, mental health counselors in the school, food pantry, and clothing bank).

- Contracts are signed between participating agencies.

Standard C.5:

Volunteer groups and agencies collaborate to strengthen children's educational programs and provide positive experiences and enrichment of their personal lives.

Criterion C.5.1:

Public schools are collaborating and cooperating with volunteer groups and agencies (senior citizens, Big Brothers and Sisters, United Way agencies, volunteer groups, religious groups, fraternal organizations, etc.).

Quality Indicators:

- Opportunities are made available for members of the community to share experiences and information with children and/or staff, and to advocate for issues involving children and families.
- Members from these agencies are tutors, companions, mentors, etc., for children and volunteers for schools.
- Members of these agencies are part of the early childhood advisory committee.
- Members of these agencies are sharing and enjoying children's activities, school experiences, presentations, etc.

Standard C.6:

Collaboration with business and industry promotes understanding and supports educational programs for young children and families.

Criterion C.6.1:

The public school and community business and industry are in collaboration.

Quality Indicators:

- Efforts are established to have shared expectations, hopes, visions, etc.
- Resources are shared, such as teachers in industry opportunities, materials, workers as volunteers and mentors, literacy training, etc.
- Programs and policies are developed in support of families pursuing issues such as maternity/paternity leaves, providing time for parents to visit classrooms, etc.
- Opportunities are available for cosponsorship of community programs for families (reading aloud to children, child development classes at the workplace or at a community facility).
- Advocacy efforts on issues relating to children and families are shared.

Funding

Standard C.7

All appropriate funding sources are identified and utilized to provide quality early childhood education instruction, services, and resources in prekindergarten through second grade.

ADEQUATE FUNDS are essential to the provision of comprehensive and effective early childhood education programs. Within the context of a collaborative service delivery plan, local school districts are to identify and commit funds to support quality programs reflective of the state and local program philosophy, standards, and guidelines for prekindergarten through second grade.

Criterion C.7.1:

Local school district priorities and staff assignments are established to facilitate funding coordination.

Quality Indicators:

- Funding sources are identified that can be used in conjunction with general funds to support early childhood programs. (Chapter I, Migrant/Bilingual, Special Education, discretionary grants).
- Individual funding sources are coordinated to provide comprehensive instructional and support services in prekindergarten through second grade.

Criterion C.7.2:

Funds are identified and used to purchase resources for effective instruction.

Quality Indicators:

- Funds are provided for classrooms and maintenance.
- Funds are provided for instructional materials and supplies which contribute to teaching and learning.
- Funds are provided for the purchase and maintenance of equipment which contribute to teaching and learning.
- Funds are provided for materials and supplies to implement all program components and accomplish all program objectives.
- Funds are provided for the assurance of health and safety regulations.
- Funds are provided for the evaluation of the prekindergarten through second grade education programs.

- Funds are provided for employment of teacher aides, paraprofessionals, and other ancillary personnel to assist program implementation.
- Funds are provided for developing and revising curricular and instructional materials.

Criterion C.7.3:

Early childhood education programs will have funds necessary for quality staffing and staff development activities.

Quality Indicators:

- Funds are provided for salaries, wages, and benefits for all early childhood program teachers, administrators, and support staff that are commensurate with other district staff with similar assignments and responsibilities under the same contract.
- Funds are provided for the number of early childhood staff necessary to conduct and administer the early childhood program.
- Funds are provided for additional pay, compensatory time, or release time for all early childhood staff to participate in staff development activities.
- Funds are provided for salaries of substitute instructional personnel when instructional staff members participate in authorized professional development activities.
- Funds are provided for all early childhood staff for authorized expenses and activities, including transportation and per diem expenses, according to local and state guidelines.

Criterion C.7.4:

Early childhood education programs will have funds necessary for parent involvement programs and family-oriented activities.

Quality Indicators:

- Funds are provided for on-site child care services during parent workshops and group meetings.
- Parent participation in special events and other meetings is facilitated through stipends, meals, etc.
- Funds are provided for resource materials for training and group meetings.

Instructional Staff

Standard C.8:

Early childhood programs are staffed by individuals with differing levels of education and experience. All instructional staff including teachers, associate teachers, teachers' assistants, aides, paraprofessionals, and nonpaid personnel (parents, volunteers) should have educational training, experience, and staff development activities commensurate with their responsibilities.

Criterion C.8.1:

Early childhood teachers are qualified to develop and implement an educational program appropriate to the developmental needs of the children and families being served.

Quality Indicators:

- The early childhood teachers have an early childhood (ZA) endorsement, a bachelor's degree in early childhood/ preschool education, equivalent continuing education experience as approved by the State Board of Education or equivalent experience as a certified teacher of children birth through six years of age.
- Planned and implemented activities are developmentally-appropriate activities for prekindergarten through second grade children.
- Course work and supervised field experience meet the criteria that are established by the Teacher/Administrator Preparation and Certification Services of the Michigan Department of Education.
- There are opportunities to observe and evaluate the growth of children in a classroom setting over an extended period of time.
- Parent education programs are planned and implemented.
- Positive management techniques and discipline procedures are utilized in the classroom.
- There is preparation in and implementation of multicultural activities.
- There is preparation in supervision, management, and evaluation techniques that are appropriate in the coordination of support staff.

Criterion C.8.2:

The early childhood staff: paraprofessionals or associate teachers, and teacher aides or teacher assistants are trained to implement program activities and are assisting in the care and education of the children served under the supervision of the early childhood teacher.

Quality Indicators:

- The early childhood paraprofessionals have associate degrees in early childhood education/preschool education, child development, child care or Child Development Associate (CDA) credential or equivalent continuing education experience, as approved by the State Board of Education.
- They have supervised work or field experiences implementing educational activities for young children.
- They have participated in direct training programs or activities in child development or early childhood education.

Criterion C.8.3:

Supplementary staff and volunteers are used in early childhood programs from prekindergarten through second grade to enhance program goals and increase the adult/child ratio.

Quality Indicators:

- Supplementary staff and volunteers are given background screens in order to protect the physical and emotional safety of the children in the program.
- They receive orientation on program goals and objectives as well as basic methods of positive interaction with children.
- They are assigned tasks and responsibilities that are commensurate with their skill level and areas of strength.
- They are offered professional development and advancement opportunities.
- They are utilized through restructured staff assignments and configurations to increase the adult/child ratio through second grade.

Criterion C.8.4:

The prekindergarten through second grade instructional staff are participating in ongoing professional development activities including inservice training, professional workshops, courses at institutions of higher learning, teacher exchange, observations, coaching and other experiences.

Quality Indicators:

- The mandated guidelines for maintaining and continuing teacher certification or credentials are met.

- Instructional staff participate in at least one early childhood professional development activity such as a college course, in-service activity, workshop, seminar, or training program each year.
- Instructional staff participate in additional in-service opportunities sponsored by the local district, intermediate district, and professional organizations.

Criterion C.8.5:

Instructional staff professional/career development efforts are assisted and supported by district policies, practices, and appropriate resources.

Quality Indicators:

- District administrators and supervisors are in support of early childhood staff development.
- Administration supports the establishment of in-service training activities/programs that address individual staff needs.
- Support staff evaluations are in accordance with guidelines, contractual agreements or policies.
- Updated professional training resources are related to early childhood research, methods, and techniques for classroom management, child development theories, etc.
- Administration supports staff affiliation with local, state, or national organizations that advocate for young children and families.

Criterion C.8.6:

Professional development activities are extended to all instructional and support staff to ensure developmentally appropriate practices throughout the prekindergarten to second grade curriculum.

Quality Indicators:

- All instructional and support services staff who work with children in prekindergarten through second grade are included in staff development activities.
- Staff development activities are designed to encourage the use of developmentally appropriate materials and instructional practices by special subject area teachers.

Criterion C.8.7

Staffing patterns which allow for maximum staff/child interaction and program implementation are utilized. Class size, teacher/student ratio, and program standards are used to determine the instructional staffing pattern for each classroom.

Quality Indicators:

- Preschool classes have a recommended range for enrollment of fifteen to eighteen children or the number of children specified in pertinent legislation.
- Preschool classes have an early childhood teacher for each independently functioning classroom who will be assisted by an early childhood paraprofessional or associate teacher in classes of more than eight children or the number of children specified in pertinent legislation.
- Preschool classes will be under the direction of administrative/supervisory personnel including district level or building administrators/supervisors who are responsible for the early childhood education, or a cluster of programs of which early childhood education is included, or in consultation with a specialist in early childhood education.
- Kindergarten through second grade classes are to have a recommended class size of twenty students per adult. Kindergarten through second grade classes will exclude auxiliary staff from the adult/student ratio count.

Administrative/Supervisory Personnel

Standard C.9:

Strong and knowledgeable administrative leadership is a key component of an effective early childhood program. The prekindergarten through second grade program should be administered by an early childhood specialist or an administrator in collaboration with such a specialist. Assistance in administering the early childhood program might be obtained from an intermediate school district, institution of higher education, or state agency consultant; a local school district, consortium, or private non-profit program administrator; or an experienced early childhood education teacher.

Criterion C.9.1:

The early childhood specialist is qualified to administer or collaborate in the administration of the prekindergarten through second grade program, including supervision and management, evaluation, and program and staff development.

Quality Indicators:

The early childhood specialist has

- A graduate degree in early childhood or child development
- Demonstrated successful experience working with young children in a group setting
- Educational preparation and/or experience in planning, developing, implementing, and evaluating curriculum for a variety of populations
- Educational preparation and/or experience in the supervision and evaluation of personnel.

Criterion C.9.2:

The early childhood administrator is qualified to implement, evaluate, and manage the early childhood program, the budget, and to serve as a link between the early childhood program; the district's central administration; and the appropriate local, state, and federal agencies.

Quality Indicators:

The early childhood program administrator has

- The educational training to meet the state and local requirements for an elementary school administrator
- Educational preparation in the developmental approach to early childhood education
- Demonstrated successful experience working with children in group settings
- Educational preparation and experience in the supervision, management, and evaluation of personnel, facilities, and program budget
- Educational preparation and experience for the coordination of the early childhood program with other local, state, and federal agencies
- Responsibility for obtaining the resources necessary to fund the program.

Criterion C.9.3:

The early childhood specialist and/or the program administrator have the responsibility for directing the evaluation activities of the program and instructional personnel.

Quality Indicators:

The early childhood specialist and/or program administrator

- Plan and direct, in conjunction with teachers, staff, and parents, the annual evaluation of the early childhood education program utilizing local, state, and national standards or criteria for early childhood education
- Use a variety of techniques (observation, self-evaluation, etc.) to evaluate staff performance according to local, state, and national standards and/or criteria
- Utilize the results of staff performance evaluation to plan activities for program improvement, staff development, and training.

Criterion C.9.4:

The early childhood specialist and/or program administrator participate in continuing education/professional development activities.

Quality Indicators:

The early childhood administrator/supervisor

- Participates in at least one early childhood professional development activity such as college course, in-service activity, workshop, seminar, or training program each year to update knowledge and experience
- Actively associates with at least one professional organization concerning young children
- Actively seeks knowledge and ideas by reading professional publications
- Disseminates information regarding early childhood staff development opportunities to instructional staff.

Criterion C.9.5:

Early childhood professional development activities are extended to administrative staff other than the early childhood administrator to ensure knowledgeable and effective leadership at all levels.

Quality Indicators:

Early childhood professional development activities are

- Provided for elementary and secondary school principals and district level administrators, such as superintendents, assistant superintendents, and curriculum directors
- Scheduled throughout the year to provide the opportunity to develop and extend the early childhood administrator's knowledge base.

Coordination, Cooperation, and Program Support References

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STANDARDS OF QUALITY

FAMILY AND COMMUNITY COLLABORATION

FAMILY COLLABORATION is integral and critical in providing high quality services for young children and their families. Early childhood programs recognize and value families as active partners within the school community who have the right and responsibility to be a part of their child's education. Therefore, a climate needs to be created in the school community where family members feel welcome and comfortable. A caring atmosphere should be established so that family members recognize the school as a nurturing place for their children and as a setting in which the administrators and staff will be responsive to their concerns.

An active partnership is exhibited in the following ways

- Family members have a voice in shaping the school's policies and serve in an advisory capacity to the program.
- Family members have a role in making decisions relative to their child's education and program.
- Family members receive help to increase their effectiveness in working with their children both at school and at home.
- Family members' concerns are addressed both formally and informally.
- Family members are encouraged to gain greater control over their own lives and their children's future by becoming more familiar with their rights and privileges as members of the community.
- A relationship is formed and nurtured where all parties share important and varied experiences in making both the home and the school places where children enjoy success.
- A staff member is identified to families as responsible for being knowledgeable about community/school resources and appropriate referral processes.
- Staff will communicate with family members in their home language whenever possible.

Since family members are every child's first and most continuous educators, the relationships between children and other members of the family need to be valued and respected. Therefore, the early childhood program endeavors to support and empower families in identifying and meeting the needs of their children. Since quality early childhood programs see the child in the context of the family, collaboration with families and the coordination of services for families are processes seen as being essential and are implemented with care.

Standard D.1:

Family members are participants in determining the nature, scope, and direction of the early childhood program and in the evaluation of program responsiveness in the delivery of educational and other services to children and their families.

Criterion D.1.1:

Family members are recruited for membership on the advisory council. (Reference: see Standard D7: Advisory Council)

Quality Indicators:

- Family members are represented on committees which consider, evaluate, design, and implement policies and programs.
- Opportunities are provided for feedback regarding proposed policies or programs through family-staff group meetings, family-staff individual meetings, and written feedback (questionnaires, surveys).

Criterion D.1.2:

Family members participate in placement discussions, program planning, implementation, and evaluation as they relate specifically to individual children.

Quality Indicators:

- Parents (or other family members) participate in making placement decisions for a child in order to ensure the best possible outcome for the child and family.
- Each family has the opportunity to provide written and verbal feedback regarding individual child(ren)'s programming.
- Parent-teacher conferences are held in which family perceptions, concerns, goals, and evaluations are elicited and addressed with follow-up according to family-identified needs.

Criterion D.1.3:

Each family is asked to review and evaluate program requirements, practices, policies, procedures, activities, and events in order to determine program responsiveness to families and their needs.

Quality Indicators:

Program responsiveness to families includes

- Planning of parent-staff meetings, parent education and enrichment series, and parent participation opportunities done cooperatively with families and in ways that are sensitive to varying work and family schedules

Standard D.2:

Family members and staff of the early childhood education program communicate regularly to maintain close contact and collaboration between home and school.

- Provision of child care during meetings and events which involve parents
- Facilitation of transportation opportunities
- At-home learning activities which can be completed with materials usually found at home and in the context of daily family activities and routines.

Criterion D.2.1:

Families are given multiple opportunities for regular interaction and exchange with staff of the early childhood education program.

Quality Indicators:

- There is a minimum of one home visit to each family annually.
- Phone calls are initiated to family members by program staff.
- Individual parent-staff conferences and planning sessions are held on a periodic basis and additionally at the request of a family member or the educational staff.
- Group parent-staff meetings are held.
- Program-sponsored parent-child events and family activities are attended by staff member(s).
- There is an established system whereby program administrators and staff respond to family members in a timely manner.

Criterion D.2.2:

Families receive regular written communication from the early childhood education program and are encouraged to communicate with program staff.

Quality Indicators:

- Regular newsletters and flyers are written in collaboration with parents, using a literacy or home language sensitive level, in addition to an annual handbook.
- Notes and letters are sent from school to home and home to school.
- Calendars of school and classroom activities are provided.
- Journals travel regularly between home and school in which educational staff and family members write observations, concerns, and accomplishments.
- Scheduled progress reports are provided for each child.

Standard D.3:

Family members are participants in a continuum of family-involvement opportunities which span all aspects of the early childhood program, both within and beyond the classroom, according to family-identified needs.

Criterion D.2.3

Family collaboration and home-school communication is encouraged and monitored by program staff and families.

Quality Indicators:

- Staff follows up when parents do not attend conferences/meetings or do not respond to teacher-initiated communications.
- A policy is developed and implemented requiring that programs collaborate with parents/family members in the design of appropriate assessment and/or intervention plans at an early stage when a child is having difficulty behaviorally, socially, or academically.
- Families evaluate the amount, frequency, and quality of the home-school communication and the perceived availability of program staff to parents/family members.

Criterion D.3.1:

Families have opportunities to participate in the child's classroom program.

Quality Indicators:

- Family members attend an orientation meeting for the school and/or the child's particular classroom prior to the start of the school year.
- Family members assist with teacher-initiated activities during individual and group activities.
- Family members interact with children in the classroom in meeting their emotional, social, cognitive, and physical needs by working closely with children and staff.
- Family members participate in supervision and facilitation of activity centers.
- Family members participate in planning and implementing field trips, visitations, and demonstrations.
- Family members participate in the preparation of learning materials for daily activities.
- Family members observe children involved in the educational program.
- Family members provide occupational and cultural role models.

- Parents share observations and expectations regarding their child's life experiences, strengths, and needs during formal and informal interactions.
- Parent's suggestions and ideas for classroom activities that are developmentally appropriate are included.

Criterion D.3.2:

A range of opportunities for participation, education, and enrichment outside of the child's classroom are extended to each family through the early childhood program.

Quality Indicators:

Opportunities are extended through

- Parent-teacher conferences
- Family education, enrichment or family support group programs and activities
- Family-to-family outreach support efforts
- Family activities (potlucks, movies, workshops, fund raisers) initiated with involvement of families
- School open houses and "going-to-school parties"
- Family Resource Space which includes: 1) lending library of educational toys, games, and materials for children and families; and 2) materials, information, and resources designed to improve the quality of family life and/or support children's learning and development in the home setting
- Parent-child educational programs
- Consultation/collaboration with early childhood staff, such as teacher, principal, identified resource person, social worker, etc.

Criterion D.3.3:

Families assess the continuum of family-involvement activities.

Quality Indicators:

Families assess

- The nature, quality, and quantity of the various participation opportunities afforded to them
- Unmet needs or areas of interest
- The extent to which participation opportunities were

scheduled and offered in ways which were responsive to families' employment schedules, child care needs, and articulated needs/goals.

Standard D.4:

Families receive support, information, and assistance (from the early childhood program) in accessing services to meet family needs and goals.

Criterion D.4.1:

Families provide feedback regarding the program's efforts to identify and meet their needs and goals.

Quality Indicators:

- Families are provided specific opportunities to assess the family's particular needs and interests and to select goals related to fulfilling such needs and interests.
- Families receive information about support groups, educational programs, including special education services, and community services related to the family's needs/goals.
- Families are provided assistance by early childhood staff in accessing such groups, programs, and services, up to and including appropriate referrals to special education services and community agencies.
- Families receive timely follow-up after the initiation and/or completion of a referral for service to determine the usefulness and thoroughness of the service relevant to the family's needs/goals.
- Families receive information about the range of programs and services available to families through the early childhood program, within the school system, and the community.
- Families are provided opportunities to evaluate in writing the implementation of this system on an annual basis.

Criterion D.4.2:

At least *one staff member* in each early childhood program is identified as responsible for knowing about community resources and the processes for making referrals, requesting services for families, and coordinating interagency involvement.

Quality Indicators:

- Families are provided knowledge of the "staff resource person" and ways to access him/her.
- Families are provided opportunities to meet this person at open houses, parent programs, etc.

Standard D.5:

Staff development and family life education programs are designed and delivered to enhance staff and family members' knowledge of: 1) parenting and family issues; 2) collaboration and problem-solving; and 3) community resources.

Criterion D.5.I:

Family members are involved in activities outside of the child's programming designed to extend knowledge of parenting and family issues, collaboration, problem-solving, and community resources.

Quality Indicators:

The program offers

- Identified staff person(s) and members knowledgeable about community resources and the process of making referrals
- Support groups, as identified by families (both formal and informal parent-to-parent support)
- Education enrichment and activities/programs that promote understanding of child and family issues (e.g., poverty, divorce, substance abuse, child abuse, etc.)
- Workshops, presentations, and conferences that extend participants' knowledge of or skills in parenting, child development, promoting self-esteem, and using community resources
- Health education regarding childhood diseases, immunizations, issues, etc., and their impact on learning
- Workshops on home-school communication, collaboration, and mutual problem-solving designed in collaboration with families.

Standard D.6:

Educational environments are designed and arranged so that families feel welcome.

Criterion D.6.1:

Educational environments accessible to families and family-oriented resources are available.

Quality Indicators:

- Entrance signs clearly welcome parents and invite their presence and participation.
- Signs throughout the school are visible and give clear direction to classrooms, offices, meeting rooms, and other areas parents may want to find.
- Posters and signs in classrooms promote understanding of developmentally-appropriate practice.

Standard D.7:

Family members and members selected from the community participate in an advisory council that has responsibility for providing direction in the planning, development, implementation, and evaluation of the early childhood program.

Criterion D.6.2:

Administrative, support, instructional, clerical, and transportation staff of the early childhood program are participants in staff development programming.

Quality Indicators:

- In-services inform staff about the availability of and methods for community resources, both formal (health department, Department of Social Services, etc.) and informal (private child care resources, neighborhood groups).
- Sources for support groups are available to staff for their identified need.
- Educational enrichment and activities/programs promote understanding of child and family issues (e.g., poverty, divorce, substance abuse, child abuse, etc.) and possible alternative teaching strategies.
- Health education is offered regarding childhood diseases, immunizations, issues, etc., and their impact on learning.
- Workshops are offered with continued follow-up on: 1) home-school communication, collaboration, and mutual problem-solving; 2) family-focused approaches to the delivery of early childhood programming.

Criterion D.7.1:

As much as possible, the advisory council should reflect the nature and characteristics of the people who live in the community.

Quality Indicators:

- Family members with children currently in the early childhood program serve on the advisory council. Participants from more than one family are encouraged.
- Representatives from businesses and agencies (private and nonprofit) serve on the advisory council.
- There is appropriate representation from the community such as: males and females; racial/ethnic groups; persons with handicapping conditions; and business and agencies.
- Representatives of the early childhood education staff serve as ex-officio members.
- Rosters of advisory council members are posted in the Family Resource Space and are available to all interested persons.

Criterion D.7.2:

Established goals and objectives for the early childhood program are followed by the advisory council.

Quality Indicators:

- Meetings are scheduled for each school year.
- The advisory council operates within the framework of policies and practices as established by the council and the school districts.
- Meeting minutes are distributed to the members following each meeting.

Criterion D.7.3

The advisory council provides direction regarding the early childhood program and its many facets.

Quality Indicators:

The advisory council provides direction regarding the

- Identification of particular needs of the community regarding early childhood programming and the needs of children and families
- Planning of long-range programming
- Formulation of fiscal goals
- Resolution of personnel issues
- Evaluation of program
- Evaluation of program goals and philosophy
- Availability of community resources, such as businesses, universities, public agencies, and volunteer programs
- Resolution of family/community issues or recommendations
- Implementation of appropriate early childhood practices
- Implementation and evaluation of curriculum
- Planning of staff development opportunities
- Implementation of collaborative relationships with families and family involvement activities
- Planning of transition procedures for young children and their families
- Development of a process for promoting community awareness and understanding of developmentally appropriate practices

- Implementation of appropriate health and safety practices in the early childhood program, including the development of health policies which address prevention practices.

Criterion D.7.4:

Early childhood programs are supported through public relations efforts by the advisory council.

Quality Indicators:

- Council members are knowledgeable of the most recent data regarding early childhood education.
- Council members know the philosophy of the early childhood program and are able to articulate the theory of developmentally appropriate practice.
- Council members support the early childhood program and engage formally and informally with professional organizations, families, teachers, administrators, legislators, and community groups.

Family and Community Collaboration References

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STANDARDS OF QUALITY
CHILD DEVELOPMENT

THE DEVELOPMENTAL INDICATORS which follow represent a framework for the changes and new learning which contribute to young children's physical, social-emotional, cognitive, and language growth. Since children vary in their developmental levels, age ranges from three years to nine years are provided. By recognizing development and attainments, teachers encourage and enhance the growth and learning of young children. The developmental indicators are provided to help in planning and using appropriate classroom strategies.

Physical Development: Gross Motor Growth

Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth as actions bring concrete understanding to abstract concepts.

Standard E.I

Early childhood programs are based upon sound principles of child development. Program development, implementation, and evaluation are reflective of current research on how children learn. Teachers adjust the curriculum through their understanding of each child, as well as of the group of children.

Developmental Indicators:

Ages Three to Five

Children within the age range of three to five years

- Are physically limited with strength fluctuations
- Are more developed in upper extremities (arms and legs) than in lower extremities (hands and feet)
- Develop the ability to run, hop, gallop, climb, balance, push, pull, and occasionally skip, as well as ride a tricycle
- Have a high energy level, yet can tire easily
- Become more aware of their body and space.

Ages Five to Seven

Children within the age range of five to seven years

- Show an increased ability to hop, skip, jump, climb, and balance as strength and perseverance develop
- Continue vigorous activity, tiring easily, but recovering quickly
- Tire more easily from sitting than running
- Are not fully developed in hearing; sounds may present difficulties to some children (e.g., phonetic sounds).

Ages Seven to Nine

Children within the age range of seven to nine years

- Develop eye/foot coordination

- Develop the ability to coordinate left/right sides by showing a preference for batting, kicking, or throwing with one side or the other
- Increase in speed, accuracy, and agility during running, climbing, throwing, kicking, and catching activities
- Accomplish parallel movements with ease (e.g., skipping)
- Have a high energy level, yet tire easily.

Physical Development: Fine Motor Development

Fine motor development fosters dexterity as well as coordination of the hand and eye when using the small muscles of the fingers and hands in a variety of activities.

Developmental Indicators:

Ages Three to Five

Children within the age range of three to five years

- Are less developed in small muscles, as extremities (fingers) develop last
- Begin to develop a more comfortable finger grasp
- Become more focused in hand/eye coordination
- Become more facile at self-help activities, such as buttoning and zipping
- Become increasingly skilled by using manipulatory tools such as scissors and paint brushes
- May not have a fully established right/left dominance.

Ages Five to Seven

Children within the age range of five to seven years

- Continue to develop hand/eye coordination
- Become more precise in handling materials (paint brushes, pencils, beads, small Legos, and books) due to coordination of the wrist and fingers
- Become more controlled in their handwriting within a space
- Have established a preference for right/left dominance by end of stage
- Are often far-sighted
- Show high energy level, but tire easily.

Ages Seven to Nine

Children within the age range of seven to nine years

- Develop normal vision, some still are far-sighted
- Grow physically at a slower rate
- Develop an increase in control and strength of small muscles
- Develop rapid coordination and manipulation skills (e.g., eye/hand)
- Become more precise in handwriting as lined paper is used
- Begin to develop transference to cursive writing
- Have more firmly established right/left dominance.

Social-Emotional Development

Social-emotional interactions are moved in scope from early bonding with a significant adult, through experiencing self as a part of the family to friendships and participation in the larger world. Children are growing in the ability to serve as a resource, to negotiate, to lead and follow, and to be a friend in their relationships with others.

Developmental Indicators:

Ages Three to Five

Children within the age range of three to five years

- May display emotions readily
- May appear very sensitive and impulsive
- May display unpredictable behavior
- Continue to assert independence by saying "no" or "I can do it myself"
- Perceive self as a family member
- Begin to develop a sensitivity to the needs of others
- Become more comfortable when separated from familiar people, places, and things
- Are adventurous
- May continue to appear possessive
- Seek praise, acceptance, support, and encouragement
- Increase in inner control, but need appropriate external control
- Conform to avoid negative consequences: accept adult's way as "the way"

- Move on a continuum from solitary to parallel to cooperative play
- Find it difficult to share, take turns, and resolve conflicts
- Are egocentric (i.e., perceive own needs above those of others)
- May sustain focus on an activity
- Develop friendship skills
- May show aggressive feelings to others when something does not go their way
- Show increased awareness in the environment outside their home
- Enjoy repetitive activities and personal rituals
- Begin an awareness, knowledge, and acceptance of human likenesses and differences as well as their own gender and ethnic identity.

Ages Five to Seven

Children within the age range of five to seven years

- Continue to show intense emotions
- May be anxious again when separated from familiar people and places
- Learn to cooperate for longer periods of time, and friendships are increasing in stability
- Become more independent, self-controlled, and self-confident
- Become less egocentric (e.g., take turns, share, listen)
- Perceive they are being treated unfairly if they do not get to do what others do
- Initiate cooperative work and play activities with others
- Begin to develop an awareness that school and immediate neighborhood are important
- Demonstrate a concern for basic needs
- Develop an awareness in specific issues pertaining to their world (e.g., recycling)
- Become aware of how people are similar and different
- Become aware of own behavior
- Increased inner control, but need appropriate external controls
- Seek adult approval and want adults to share their point of view
- React to stress with actions and words (e.g., apt to tease, destroy, or tattle when frustrated or experiencing a lack of confidence)

- Often more interested in starting tasks than finishing
- Experience vivid imaginations and fears
- Begin to understand and take leading and following roles in different situations
- Begin to develop a sense of rules
- Need praise, warmth, guidance, supervision, patience, and opportunities for success
- Need friendships.

Ages Seven to Nine

Children within the age range of seven to nine years

- Have less frequent bursts of emotion and impatience
- Show emotions that are both judgmental and critical of others
- Continue to feel some anxiety in the larger community when separated from people or places
- Become more outgoing, active, and competitive
- Develop closer friendships with others and continue to play mainly with people of the same sex
- Perceive peer group as increasingly important (e.g., "I" becomes "we")
- Concentrate for longer periods of time on each activity and want to complete tasks
- Regard rules as adult-inspired and obey them for fear of disapproval; beginning, however, to challenge authority
- Display a generally increased sense of self-confidence
- Are sensitive to criticism and display feelings of success or failure depending on how others respond to them
- Continue to develop the ability to share possessions and to take turns
- Learn to work in groups and develop the ability to get along with others
- Have more fully developed inner control but still need appropriate external controls
- Continue to develop leadership qualities and are able to assume responsibility
- Develop an interest in and enthusiasm for specific issues pertaining to their world and can define simple actions to help
- Begin to understand the consequences of their own behavior and that of others
- Develop an appreciation of their own and other cultural heritages through special events, festivals, foods, folk songs, and other concrete experiences.

Cognitive Development

Learning is an active process in which children are using their environment for investigation and support. They are expanding and organizing their knowledge as biological growth allows them to think in new ways.

Developmental Indicators:

Ages Three to Five

Children within the age range of three to five years

- Act before thinking
- Judge on the basis of appearance, rather than logic
- Regard inanimate objects as live
- Show awareness of permanence and constancy of objects
- Begin to apply past experiences to new situations
- Are present oriented (past, present, and future terminology presents difficulty)
- Associate memory with a particular experience and action
- Are not able to mentally reverse their thinking process
- Begin to make comparisons
- Tend to focus on one attribute at a time (color or shape, but not both)
- Watch adults read, pretend to read and some begin to actually read
- Move from a scribble to letter-like symbols to express their ideas in written form
- Develop a recognition of their name and its replication
- Continue to learn from direct experience (play).

Ages Five to Seven

Children within the age range of five to seven years

- Begin to reverse thoughts
- Have difficulty relating parts to whole
- Develop inferential thinking and reasoning skills
- Vacillate between conserving and not conserving; by the end of the age range most children are conserving number, length, and mass
- Show an increasing ability to sort and classify
- Distinquish and describe differences and similarities by color, shape, function, and number

- Develop an increased understanding of how objects relate to each other
- Show an increased understanding of cause and effect
- Begin to develop concepts of space and time
- Develop an increased concept of numbers
- Ask "how" and "why" questions in an attempt to understand the physical world and its relationships
- Begin rapid development of symbolic forms
- Continue to learn from direct experience (play).

Ages Seven to Nine

Children within the age range of seven to nine years

- Begin to do multi-step problems using objects to manipulate
- Increase their ability to think before acting
- Are able to focus on more than one point of view
- Understand the effects of change (summer, fall, winter, and spring) with some understanding of cause and effect
- Are able to conserve —can keep the whole in mind, while focusing on detail
- Are usually able to conserve number, length, and liquid and solid amounts
- Understand the distinction between cardinal and ordinal numbers
- Begin to tell time by comparing two actions (motion of hour hand and going to lunch)
- Begin to coordinate ideas of speed/time/distance by the end of the age range
- Are aware of shape, size, quantity, movement, position, and direction
- Develop skills in the precision of using standard and non-standard measurement
- Can describe a sequence of events, but may have difficulty relating the past to the present
- Increase in their ability to express and receive ideas through pictures, words, and symbolic forms
- Begin to monitor and evaluate their own work.

Language Development

Children's learning grows out of communication with self, others, and the environment, as meaning is attached to experiences, events, and interactions. Language grows from the first interaction through listening and speaking with others, to using language in more formal ways such as writing, reading, and interpreting skills.

Developmental Indicators:

Ages Three to Five

Children within the age range of three to five years

- Are able to comprehend simple instructions, but listen for general information rather than specific details
- Begin to use language to name objects
- Seek meaning from symbols in the environment (signs, advertisements) as they become aware that pictures, symbols and print convey meaning
- Experiment with the structure of language, thus overgeneralizing ("mouses," "I comed")
- Are learning nursery rhymes, songs, and addresses, without really trying to remember them
- Begin to show an interest in print and printing meaningful to themselves.

Ages Five to Seven

Children within the age range of five to seven years

- Develop more specificity in listening skills
- Are able to have up to a 20,000 word listening vocabulary
- Are able to use listening to receive new ideas, details, and directions
- Begin to discern differences in poetry, stories, and rhymes
- Begin to use language to maintain self, to direct, to report, to imagine, to predict, to reason, and to project
- Show rapid growth and use in language structure with increasing ability to narrate stories
- Continue to develop an interest in dictating stories and attempting to match their own flow of language to the printed word
- Develop a basic reading vocabulary of words meaningful to themselves
- Develop their own semantic, syntax, and phonic clues as strategies for seeking meaning

- Gradually begin to show an interest in learning to print and can often learn to trace over and copy names, words, and sentences
- Use a variety of spelling strategies when writing
- Substitute words that make sense when reading.

Ages Seven to Nine

Children within the age range of seven to nine years

- Use more complex sentence structures when expressing ideas
- Are interested in other languages and experimenting with other ways to communicate (sign language)
- Increase in ability to read aloud fluently and with expression
- Develop the ability to read silently
- Develop more reading strategies and some are able to use content material to learn to read
- Begin to assess their own writing and are interested in sharing their writing with others
- Use language to maintain self, to direct, to report, to predict, to project, and to hypothesize
- Continue to expand their understanding and use of language to clarify thinking and learning
- Develop a rapidly increasing vocabulary of sight words.

Child Development References

Bredakemp, Sue (editor). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight.* National Association for the Education of Young Children. Washington, DC, 1987.

Ministry of Education, Province of British Columbia. *Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program* (A resource for teachers and parents). 1991.

Minnesota Department of Education. *Model Learner Outcomes for Early Childhood Education.* St. Paul, Minnesota, 1990.

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Norris, Doreen and Boucher, Joyce. *Observing Children Through Their Formative Years.* The Board of Education for the City of Toronto, Toronto, Ontario, 1980.

Northeast Foundation for Children, Inc. *A Notebook for Teachers: Making Changes in the Elementary Curriculum.* Revised Edition. Greenfield, MA, 1991.

State of Connecticut Board of Education. *A Guide to Program Development for Kindergarten, Part I.* Hartford, CT, 1988.

CURRICULUM

Standard F.1:

Programs are structured to enhance children's feelings of comfort, security and self-esteem

Criterion F.1.1:

Programs are structured to assure the development of positive adult/child relationships.

Quality Indicators:

- All children's individual levels of development, interest, and learning style are accepted and are the basis for future growth and development.
- All children are treated with warmth, respect, and caring; regardless of social, economic, cultural, ethnic, linguistic, religious, or family background, and regardless of gender, behavior, appearance, or any handicapping conditions.
- All children experience positive adult attention during the day.
- Primary languages are accepted, valued, and used as a means for communication.
- Positive, predictable, and constructive guidance and discipline are received by all children.
- Children in the course of learning are encouraged to take risks, make decisions, and learn from successes, as well as from mistakes.

Criterion F.1.2:

Programs are structured to assure the development of positive child/child relationships.

Quality Indicators:

- Children are given ongoing opportunities to interact informally with one another.
- Children are given ongoing opportunities to experience acceptance of self and others.
- Children are given ongoing opportunities to recognize and accept similarities and differences among one another.
- Children are provided with strategies and information about specific social skills to enhance interpersonal relations.
- Children are encouraged to negotiate and resolve conflicts among themselves.
- Child/child interactions are facilitated and adults intervene only when necessary.

- Children are provided with different points of view through cooperation, collaboration, and membership in a group.

Criterion F.1.3:

Programs are structured to assure consistency in staffing, daily routine, management style, and philosophical orientation.

Quality Indicators:

- There are a minimum number of staff changes in the program to provide children with consistency.
- Consistent yet flexible schedules of daily activities and routines are experienced by children.
- Consistent positive management techniques are experienced by children.
- Teachers are working collaboratively and cooperatively, sharing the same philosophical orientation (within grade levels, across grade levels, within and across the building, music, art, physical education, and philosophy on early childhood education).

Criterion F.1.4:

Programs are structured to assure that children's biological and physical needs are met.

Quality Indicators:

- Drinking water and bathrooms are available to children.
- A minimum of forty-five minutes should be provided for a nutritious lunch and recess period.
- Daily schedules are balanced to provide for large and small movements, as well as indoor, outdoor, and rest time activities, based on individual children's needs.
- Policies and procedures regarding children's health are established and implemented, with the health needs of children communicated to appropriately trained staff.
- First aid/health materials and staff trained in first aid techniques, preferably a school nurse, are always available on site.

Standard F.2:

Adequate and appropriate facilities, space, equipment, supplies, and materials are provided in early childhood education programs.

Criterion F.I.5:

Programs are structured to assure that children's environmental needs are met.

Quality Indicators:

- Comfortable temperatures are maintained in classrooms.
- Adequate ventilation and lighting (including natural and artificial) are maintained in classrooms.
- Fifty square feet per child minimums are maintained in classrooms.
- Additional clothes for children are available and they are changed promptly as the need arises (smocks for messy activities, seasonal outdoor clothing, change of clothes for bathroom accidents, health emergencies, etc.).

Criterion F.2.1:

Facilities are safe, secure, and comply with the legal requirements of the State of Michigan.

Quality Indicators:

- Children are protected from access to hazardous areas (streets, parking lots, swimming pools, hot stoves, incinerator, etc.).
- Inspections are made regularly by local and state fire and health authorities.
- The program has written emergency and evacuation procedures that are practiced on an ongoing basis for the safety of children and staff.
- Medicine and all toxic substances are stored and secured out of children's reach.
- Early childhood facilities are nonsmoking buildings.
- Indoor and outdoor environments are clean, safe, and maintained by the custodial staff.
- Safe indoor and outdoor play procedures are clearly defined to children and staff.
- Emergency, health, and accident reports are accurately maintained and accessible.
- Written policies are accessible on the release of children and visitors on the premises.

- Written policies regarding any activities off school premises are posted.
- Staff and parents are knowledgeable of all written policies and procedures that are applicable to early childhood programs.

Criterion F.2.2:

Physical spaces are arranged to promote interaction of children with materials, other children, and adults.

Quality Indicators:

- Classroom spaces are divided in such a way that several small group activities can take place simultaneously.
- Classroom furnishings used in early childhood programs are conducive to flexibility in grouping (small group, large group, and individual).
- Activity areas in early childhood classrooms are conducive to a variety of instructional strategies (child-initiated, adult-initiated, quiet, active, solitary, play, and cooperative play activities).
- Areas are provided that are large and open for group gatherings, gross motor activities, and construction.
- Classroom atmospheres are sensorially exciting, aesthetically pleasing, interesting and inviting, but not overly stimulating.
- Children are provided with spaces within the classroom environment to store belongings, materials, and work.
- Classrooms are arranged so that handicapped children have easy access for interaction with other students.
- Children's products are the focus of the learning environment rather than commercially purchased materials (bulletin boards, display shelves, etc.).
- Interest areas are functional, flexible, and organized.
- Outdoor play spaces with a variety of age-appropriate, safe equipment are available for children's use.

Criterion F.2.3:

The goals of the curriculum are promoted through the use of developmentally-appropriate materials and equipment.

Quality Indicators:

- Many materials are multi-sensory, open-ended, and lend themselves to a variety of activities (clay, paint, blocks, science materials, etc.).
- Ample and varied classroom materials and equipment are organized and easily accessible to children.
- Materials and equipment are adapted for handicapped children when necessary.
- Consumable supplies (art and construction materials, science and math manipulatives, etc.) are ample, varied, and accessible to children throughout the year.
- Storage spaces for materials are available to provide for a well organized, uncluttered space.
- Materials and equipment are well maintained for maximum use.
- Materials and equipment are adapted for linguistically diverse children.

Climate and Strategies

Standard F.3:

Programs are planned to be age appropriate and to meet individual needs.

Criterion F.3.1:

Curriculum foundations for programs are based on the predictable sequences of growth and development of four- to eight-year-old children.

Quality Indicators:

- There are provisions for all areas of development: physical, social, language, emotional, and cognitive.
- Activities are integrated and implemented in keeping with children's level of functioning and comprehension.
- There are developmentally appropriate expectations of behavior and performance for children.
- There are opportunities for play that are child initiated, child directed, teacher supported, and teacher directed.
- A variety of teaching strategies is used in implementing the curriculum (e.g., teacher directed, teacher facilitated, and free choice).

Criterion F.3.2:

Programs are responsive to individual differences and ability, interest, personality, learning style, family background, and native language.

Quality Indicators:

- Provisions are made for individual patterns and uniqueness and for the timing of children's growth within the available program resources.
- Learning objectives are presented in a sequence and rate that is in keeping with children's individual needs, rather than based on a predetermined schedule.
- Activities are monitored, modified, and adjusted in response to children's demonstrated level of functioning and competence.
- Programs are responsive to the needs of children who exhibit exceptional interest and skills.
- Programs are responsive to various learning styles (e.g., kinesthetic, visual, and auditory).
- Programs are responsive to the composition, structure, and roles of diverse families.

Standard F.4:

The interactive processes of learning in young children are reflected in the programs.

Criterion F.4.1:

Children's abilities to make sense of the world and acquire competence are basic to the curriculum design.

Quality Indicators:

- Children's successful experiences are extended and enhanced by the curriculum.
- Learning activities and materials are real and relevant to the lives of children, and move from the concrete to the abstract.
- Concepts in the curriculum are presented in the concrete prior to the abstract.
- Skills are presented and maintained in a meaningful context.
- Play activities are considered an appropriate way of learning.
- The use of teachers as models of enthusiasm for life-long learning is in evidence throughout the curriculum.

Criterion F.4.2:

Children are provided with many opportunities to explore, manipulate, investigate, and discover.

Quality Indicators:

- Multi-sensory activities are used to present information to children.
- Concepts are initially presented to children via concrete, hands-on materials rather than through paper and pencil experiences.
- Concrete materials are available on an on-going basis as needed to reinforce concepts.
- Concepts are presented several times using various methods and materials.
- Simple skills are presented prior to more complex skills.
- Children are encouraged to take risks and engage in trial and error learning as a valuable way of learning.

Criterion F.4.3:

Programs are planned and implemented to address sequentially all phases of learning: exploration, acquisition, practice, generalization, and application.

Quality Indicators:

- Opportunities are provided for children to engage in exploration of materials or concepts with which they have had little prior experience.
- Opportunities are provided for children to learn and practice prerequisite skills prior to engaging in the activity for which those skills are required.
- Opportunities are provided for teachers and students to be used as models in the learning process.
- After prior knowledge has been established, teachers introduce discrepancy and children are given ample opportunities to investigate the discrepancy in order to discover new knowledge.
- Teachers are guides in facilitating children's involvement: enriching their learning experiences by affirming and extending their ideas, responding to their questions, engaging them in conversations and challenging them in their thinking.
- Children are exposed to skills, concepts, or information they cannot discover on their own, through the use of specific instructional strategies.
- When children experience difficulties, strategies are introduced to make the task more manageable (e.g., additional materials, information, cooperative learning, breaking into sequential steps).
- Opportunities are provided for children to practice what they have learned prior to being expected to learn something new.
- Opportunities are provided for children to use different materials and situations to apply and to generalize the concept learned.
- Opportunities are provided for children constructively to evaluate their work and that of their peers.

Criterion F.4.4:

Problem-solving situations that are real and relevant to children are fostered by the curriculum.

Quality Indicators:

- Logical thinking skills are emphasized to help children with sound decision making and problem solving.
- Children are asked open-ended questions by both adults and peers requiring prediction skills, decision-making, divergent thinking, and/or evaluation (e.g., what if, how, why, what will happen).
- Content areas are integrated through the use of a problem-solving approach.
- Social skills are developed through solving real-life classroom problems.

Criterion F.4.5:

Integrated content areas are fostered by the curriculum.

Quality Indicators:

- Content areas are integrated around conceptually based projects and themes.
- Projects, themes, and learning centers are reflections of children's interests and suggestions.
- Concepts, dispositions, and the acquisition of skills are addressed in an integrated fashion; content is not presented as isolated bits of knowledge.
- Extended blocks of time are permitted in the schedule for children to become absorbed in integrated learning.
- Strategies are used to make connections between prior learning and new attitudes, skills, or knowledge (e.g., questioning skills, new materials, and information).
- Instructional specialists are in collaboration with the classroom staff to support and extend the classroom project or theme.
- Other resources (e.g., teachers, parents, administrators, and community people) are in collaboration to enhance the integration of the curriculum.

Standard F.5:

Curricular goals (scheduling, transitions and grouping practices) are reflected in the management and organization of the day.

Criterion F.4.6:

Child-child interactions are encouraged through the use of techniques such as cooperative groups, peer tutoring, interest groups, and cross-age groups.

Quality Indicators:

- Small groups are at work and play cooperatively in self-selected and teacher-guided learning situations.
- Composition of groups is flexible and temporary depending on needs and type of activity.
- Children are grouped according to interests rather than ability whenever possible.
- All children are seen as viable, valued group members throughout the day.
- Teachers move among groups and individuals, facilitating and monitoring children's involvement with activities and with one another.
- Peer tutoring and cross-age groups are used to provide role models to facilitate learning and social skills.

Criterion F.5.1:

Scheduling practices are flexible.

Quality Indicators:

- Blocks of time are scheduled in such a way that children can become absorbed in their own learning experiences without interruption (project time, large literacy blocks without special classes in the middle, etc.).
- Art, music, physical education, and library are regular components during the children's week (both within and outside of the classroom).
- Ample times are scheduled to allow children to become fully engaged in meaningful developmental activities.
- Daily opportunities are provided for child-choice activities.
- There are provisions for cooperative groups, teacher-directed, and child-choice activities.
- There are provisions for active, quiet, large group, small group, paired, individual, independent, and guided activities.
- Learning activities are carefully planned, and appropriately paced and monitored.

- Teachable moments are promoted and allowed for in the daily schedule.
- Children are assured of moments of private time.
- Children are nurtured in a relaxed classroom atmosphere.

Criterion F.5.2:

Transitions between activities are smooth and kept to a minimum.

Quality Indicators:

- Children who find transitions difficult are given consideration.
- Transition or wait times are as meaningful as possible (e.g., waiting outside the music room, waiting while others clean up).
- Developmentally appropriate systems of clean-up are in place (including a signal which alerts children that clean-up time is approaching).
- Instructional specialists are in collaboration with the classroom staff to prepare and deliver instruction for the individuals within the classroom.
- Programs and activities that pull children out of the classroom are minimal or nonexistent.
- Children and parents are aware of and prepared for changes in the environment (e.g., grade-to-grade-level, program-to-program, and school-to-school).

Criterion F.5.3:

Grouping practices are used to strengthen children's learning.

Quality Indicators:

- Children's interests, friendships, and common needs are taken into account when grouping.
- Skill groups, peer-teaching groups, cross-age groups, cooperative groups, heterogeneous groups, and homogeneous groups are used as viable alternatives when grouping.
- Children are heterogeneously grouped, but may be homogeneously grouped temporarily into subgroups which may change to meet varying rates of growth.
- Children are given opportunities to experience large group, small group, and individual situations.

- Minimum classroom ratios are to be maintained as follows:
  Preschool children 8:1 (one teacher, one paraprofessional)
  All kindergarten children 20:2 (one teacher, one paraprofessional)
  First grade children 20:2 (one teacher, one paraprofessional)
  Second grade children 25:2 (one teacher, one paraprofessional)
- Paraprofessionals are to be employed to provide quality practices in all preschool through second grade classrooms for four- to eight-year-old children.

Criterion F.5.4:

Discipline techniques are employed which foster self-control, responsibility, and respect for self, others, and property.

Quality Indicators:

- The following positive guidance techniques are found throughout the curriculum: collaborating with children to set limits, arranging a supportive environment, meeting with individual children to discuss concerns, limiting overexposure to stimulating events, modeling and encouraging expected behavior, building on children's internal motivation, and redirecting children to more acceptable activities.
- Children are assuming responsibility for their own actions at a developmentally appropriate level.
- Children are resolving their personal conflicts appropriately (e.g., negotiating, helping, cooperating, and talking with the person involved).

Climate and Strategies References

Bredekamp, Sue (ed.). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight.* National Association for the Education of Young Children. Washington, DC, 1987.

Michigan Department of Education, Early Childhood Unit. *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds.* 1987.

Michigan State University, Department of Family and Child Ecology. *Children's Comprehensive Curriculum of the Child Development Laboratories.*

Ministry of Education, Province of British Columbia. *Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program* (A resource for teachers and parents). 1991.

Minnesota Department of Education. *Model Learner Outcomes for Early Childhood Education.* St. Paul, Minnesota, 1990.

National Association of Elementary School Principals. *Early Childhood Education: Standards for Quality Programs for Young Children.* Alexandria, VA, 1990.

Curriculum Content Areas

Curriculum Organization

THE CURRICULUM is organized in the following domains: Cognitive, Creative, Language, Physical and Social-Emotional. The traditional content areas overlap and are related to a variety of domains. For example, social studies may be considered as part of the social-emotional domain or of the cognitive domain. Similarly, literature could be included in the creative or language domains. In an effort to make this domain most helpful to those who will be using it, each content area has been included within one of the appropriate domains.

Domain	Content Areas
Cognitive	mathematics, science, social studies
Creative	art, music, dance, drama, literature
Language	language arts (reading, writing, speaking, listening)
Physical	physical education, health
Social-Emotional	social studies

Several broad-based learner outcomes have been developed for each domain. Listed under each outcome are indicators that are observable in children's behavior and strategies which should enable children to reach the outcomes. Development is inherent in many of the indicators. Whenever possible, the indicators have been developmentally sequenced with earlier behaviors listed first and more advanced behaviors later. This does not imply, however, that children should be expected to master earlier indicators before they are exposed to more advanced ones. In most cases, children will be working toward many indicators simultaneously.

Similarly, children will be working toward indicators under many different learning outcomes at the same time. For the most part, the outcomes within a domain are not developmentally sequenced and could not be introduced sequentially.

Curriculum Integration

The curriculum content area is written in distinct subject areas. The authors, however, strongly recommend that content be integrated across subject matter whenever possible. Meaningful learning is encouraged when interrelationships between subjects are emphasized in classroom teaching.

Model Core Curriculum Outcomes

The authors of this section are aware of the necessity for school staff to implement the *Model Core Curriculum Outcomes* published by the Michigan State Board of Education in March 1991. The outcomes of the present document elaborate on the *Model Core Curriculum Outcomes* with specific emphasis on early childhood education. While this document is broader in scope than the *Model Core Curriculum Outcomes*, it contains each of the outcomes that is developmentally appropriate for the targeted age range.

The relationship between the learner outcomes presented here and the *Model Core Curriculum Outcomes* should be easily discerned. These, along with the concrete indicators and illustrative classroom strategies, are designed to be helpful to school personnel in reaching core curriculum objectives.

The relationship between the present document and the Core Curriculum should be easily discerned:

- The present section on the Creative Arts speaks to both Cultural and Aesthetic Awareness and to the Arts.
- Our outcomes and strategies in Mathematics, Language Arts, and Science will support the implementation for young children of like-named educational outcomes in the Core Curriculum.
- The present section on the Social Studies corresponds to the Social Studies section to be found in the Core Curriculum under "World Studies."
- The section on Physical Development contains developmentally appropriate implementation for the Physical Education and Health outcomes in the Core Curriculum.

In addition, two sections are especially important to the nurture and development of young children — those about Cognitive Development and Social and Emotional Growth.

Each section of this curriculum outline, in addition to the sections on the Climate and Strategies and Assessment, will assist school staff to implement a developmentally appropriate and stimulating early childhood curriculum.

Learner Outcomes That Promote Children's Cognitive Development

Children continually search for meaning in their world. In this search, they acquire, adapt, practice, apply, and transfer knowledge in order to construct new or expanded concepts. Through observing, exploring and manipulating, listening, reflecting, and making inferences, children become capable of complex thinking and are able to use these learner outcomes in increasingly sophisticated ways.

Learner Outcome:

Children will explore the observable properties of objects and physical phenomena (physical knowledge).

Indicators

Children will

- explore the properties of objects
- identify similarities and differences among objects
- explore the relationships among objects
- reflect on, discuss, and represent their explorations.

Strategies

Children will

- collect materials of many kinds
- use all senses to explore the world
- take things apart to observe them more closely
- share their findings with others through discussion; making charts, graphs, etc.

Learner Outcome:

Children will understand and create relationships among objects and phenomena.

Indicators

Children will

- classify objects and events by
  - -using one attribute at a time
  - -categorizing the same set of objects or events in multiple ways
  - -providing rationale for grouping objects in particular ways
  - -using more than one attribute at a time
  - -identifying sets of large groups of objects
- sequence objects and events by
  - -using one attribute at a time
  - -sequencing the same set of objects or events in multiple ways
  - -providing rationale for sequencing objects or events in particular ways
  - -using more than one attribute at a time.

Strategies

Children will

- develop their own criteria for classifying or sequencing objects and events
- explain why they categorized, sequenced, or solved a problem in a particular way to adults and peers
- have their own categories, sequences, and conclusions accepted by others.

Learner Outcome:

Children will symbolize the world through actions, objects and words.

Indicators

Children will

- associate symbols with objects, concepts and functions (+-)
- respond to symbols in the environment (e.g., traffic signals, addition signs, written words)
- use symbols to represent their thoughts and concepts through dramatic play and oral and written language.

Strategies

Children will

- experience many types of symbolic representation (print, drama, dance, construction) in daily activities
- represent their own experiences in a variety of ways.

Learner Outcome:

Children will acquire, organize, and use information in increasingly complex ways.

Indicators

Children will

- demonstrate acquisition of word meaning, information, and concepts
- demonstrate generalization of previously acquired information and concepts to new situations
- demonstrate through word or deed the acquisition of more elaborate concepts.

Strategies

Children will

- participate in several related experiences in various content areas to reinforce a given concept, rather than experiencing isolated activities presented at random
- learn social knowledge that has direct relevance to them (people in their school, days of the week)
- share what they have learned through discussion, making charts, drawings, constructions, etc.

Learner Outcome:

Children will move from solving problems through trial and error and begin to use varied strategies, resources, and techniques to test out possibilities and find solutions.

Indicators

Children will

- demonstrate problem solving skills by
  - -observing attentively
  - -developing hypotheses for why phenomena occur
  - -predicting outcomes
  - -asking appropriate questions
  - -testing out predictions
  - -evaluating predictions
  - -generating alternative ways of solving problems
  - -drawing conclusions
  - -making inferences
  - -forming generalizations
- value and experience enjoyment in solving their own problems.

Strategies

Children will

- reach their own conclusion regarding cause and effect relationships
- attempt multiple approaches to an individual task
- respond to open-ended questions that stimulate thinking
- predict changes in situations from observations of change in similar situations
- test explanations for change by acting to reverse it (watering a wilted plant).

Learner Outcome:

Children will begin to reflect on their own thinking processes (metacognition).

Indicators

Children will

- begin to recognize the strategies they use to learn (e.g., self-monitoring in reading, counting in math)
- begin to verbalize their own thought processes (metacognition)
- evaluate their own work.

Strategies

Children will

- emphasize the process of their thinking, rather than just the products of their thinking
- reflect on their own thought processes
- reflect on the work of their group (debriefing)
- teach each other their own personal strategies
- participate meaningfully in their own assessment and evaluation (select things for their own portfolios, discuss their work with their teacher and peers).

Learner Outcomes That Promote Children's Mathematical Development

Learner Outcome:

The ability to compare and to classify is essential to the development of thinking and reasoning skills. Children will manipulate, describe, analyze, infer, and invent relationships and structures.

Children need to develop mathematical foundations that are broader in scope than numbers and counting. These foundations enable them to use and expand their knowledge to meet the mathematical demands they will face in the future.

Physical and mental interactions with the environment, materials, and other individuals give children opportunities to construct, modify, and integrate mathematical concepts. As they move through these learner outcomes, children will increase their understanding and skill in mathematical development.

Indicators

Children will

- describe, match, and sort objects
- identify likenesses and differences among objects
- place objects or events in order, according to a given criterion
- recognize that the same set of objects can be sorted and classified in more than one way
- describe their rationale for grouping or sequencing objects in a given manner
- recognize that objects can belong to more than one group at a time
- identify subclasses and/or supraclasses of objects
- recognize that how a problem is solved is as important as its answer.

Strategies

Children will

- manipulate and explore the properties of a wide variety of concrete materials
- discuss their explorations with other children and adults
- observe the strategies used by other children and adults
- share orally the thinking processes they use to compare or classify objects
- justify/explain their solutions
- observe and try out different solutions to the same problem (e.g., sorting buttons by color, by size, by shape, by number of holes, by shanks).

Learner Outcome:

Children will develop the ability to seek out and to perceive patterns and meaning in their everyday life.

Indicators

Children will

- recognize, describe, copy, extend, and create patterns concretely and pictorially
- investigate a pattern to determine the rule which describes the relationship
- recognize patterns in various formats (visual, auditory, tactile, linear, border, row, matrix)
- identify patterns in their environment.

Strategies

Children will

- use a variety of properties (color, size, shape, direction, orientation, sound, number) in identifying, extending, and creating patterns
- explore patterns extensively, using real objects
- see and create many different representations of the same pattern with real objects, stamps, stickers, etc.
- share different ways of explaining (describing) a pattern
- observe and describe the patterning strategies used by other children and adults
- transfer patterns from one medium to another (visual, tactile, aural) and to different levels of abstraction (concrete, pictorial). For example, an AB pattern could be represented by red bead, blue bead; or snap, clap; or stand tall, bend small.
- recognize and describe patterns in nature (trees, leaves, flowers, shells); in architecture (fences, windows, storefronts); in routines (daily schedules, lunch lines); in fabrics and clothing, etc.

Learner Outcome:

Children will develop skills of sorting and organizing information and will use information to make predictions and solve new problems.

Indicators

Children will

- recognize a graph as a way of collecting, organizing, recording, and describing information
- read and interpret information presented in graph form (predict, compare, draw conclusions)
- generate problems that involve collecting and analyzing information
- use estimation to record information and to make better guesses
- use concepts of change and sampling in making predictions
- recognize that data come in many forms and can be organized and displayed in different ways.

Strategies

Children will

- contribute information to the graph
- create graphs using actual objects and/or photographs before constructing pictorial and symbolic graphs
- work extensively with graphs in which each unit represents one object or person
- discuss the information on the graph with other children and adults (describing and predicting)
- use mapping and tallying as ways of organizing information
- work cooperatively to decide what information is needed and how it can be collected, displayed, and interpreted to answer the questions.

Learner Outcome:

Children will explore and discover measurement relationships.

Indicators

Children will

- demonstrate an awareness of linear measurement relationships
- explore the concepts of perimeter and area concretely
- show a developing understanding of capacity
- show an increasing awareness of weight/mass
- show an understanding of the concept of time, beginning with the recognition of time as a sequence of events
- recognize personal time as it relates to their daily life
- demonstrate an understanding of the concepts of duration, sequence, and equal intervals before they are introduced to standard units and the concept of historical time
- show an awareness of temperature as it affects their daily lives
- begin to develop an awareness of the value of coins
- show increasing skill in problem solving, using money in real world situations
- use estimation skills in solving everyday measurement problems.

Strategies

Children will

- experience a variety of activities comparing objects directly, covering them with various units and counting the units
- estimate (make a good guess) before solving the problem
- work cooperatively to solve relevant measurement problems
- solve measurement problems through personal language and experience, before being introduced to measurement instruments and formulas
- associate personal experience with time (e.g., kitchen timer or egg timer to see how many times a task can be done in one minute)
- recognize sequence of events through stories, books, and action rhymes
- talk about and describe outside and inside temperature as well as seasonal variations
- identify, sort, count, and exchange real coins
- use their measurement skills to solve problems in other curricular areas.

Learner Outcome:

Representing, discussing, reading, writing, and listening are vital to the learning of mathematics. Children will translate a problem or activity into a new form (picture, diagram, model, symbol, or words). Gradually, children will record their experiences in increasingly abstract forms.

Indicators

Children will

- regularly participate in informal conversations about mathematical concepts and number relationships
- become proficient in verbalizing their mathematical explorations and discoveries
- use quantity-related words within the context of their own language structure
- relate their everyday language to mathematical language and symbols
- show an understanding of the specific language and terminology used to describe mathematical concepts
- distinguish between ordinal and cardinal numbers
- recognize that number words and numerals represent quantities
- move from matching and recognizing number symbols to reading and writing numerals
- record their work with numbers in a variety of formats at the concrete, pictorial, and symbolic levels
- increasingly use symbols to represent real objects and quantities
- begin to recognize that standard computational notation and symbols are an efficient method of recording mathematical operations.

Strategies

Children will

- talk about mathematical concepts with other children and adults
- share mathematical experiences orally in large and small groups formally and informally
- participate in experiences requiring the use of quantity-comparative terms such as "more," "a lot," "some," "all," "same," "not as much," etc.
- learn and use mathematics-specific language through concrete explorations (e.g., less, difference, addition, equal, etc.)
- use ordinal numbers to describe an object or person by position (first, fifth, etc.)
- describe and record quantities in a variety of ways (pictures, diagrams, words, symbols)
- discover that one representation can describe many situations (4 may be four objects, four claps, four slash marks, a picture of four things, four children, etc.)
- recognize that some ways of representing a problem are more helpful than others (drawing a picture of thirty objects, making thirty slash marks on a tally, writing the word "thirty" or using the numeral 30).

MATHEMATICS

Learner Outcome:

Children will develop an understanding of numbers and will explore the properties of operations concretely before they are confronted with arithmetic computation.

Indicators

Children will

- match, construct, compare, and label amounts
- show competence in conceptual counting (one-to-one correspondence)
- recognize and match number symbols with the appropriate amounts
- recognize and describe the relationship between quantities and numerals
- know the correct sequence of numbers (rote count, count on, count back, skip count, doubles)
- describe comparative relationships (more, less, same)
- understand numbers and number relationships (addition and subtraction)
- increase in the ability to solve problems involving joining, separating, combining, and comparing amounts (basic operations)
- recognize and use various thinking strategies for mastering the addition and subtraction facts

Strategies

Children will

- manipulate a variety of objects and describe their observations about quantity and relationships
- connect number symbols with concrete objects
- use concrete materials to explore ideas about numbers and identify amounts in a variety of ways ("four" may be: four objects, the numeral 4, the number word "four," a picture of four things, two red dots and two green dots, three big blocks and one little block, or five M&Ms when you eat one, etc.)
- practice rote counting through chants, raps, finger plays, verses, and songs
- count objects and children individually, count pairs of objects (shoes, mittens, etc.)
- explore, demonstrate, and explain comparative relationships using a variety of modes (orally, written, with objects, models, drawings, diagrams, etc.)
- put together and take apart sets of objects to illustrate the joining of sets (joining hands, putting objects together, drawing circles around a group) and the taking away of sets (undoing, giving away, etc.)
- describe the addition process using words such as: put together, join, add, altogether, in all, sum, plus

Indicators

Children will

- select appropriate computational strategies to solve problems.
- increase in their ability to estimate amounts and verify the results of computation
- describe the processes and procedures they used to solve everyday mathematical situations
- recognize and construct models for whole numbers

Strategies

Children will

- describe the subtraction process using words such as: give away, get rid of, subtract, less, minus, take away
- record addition and subtraction through drawings, diagrams, stories, and symbolic notation (numerals, plus sign, equal sign, minus sign)
- investigate the different ways a number can be expressed and talk about and record their findings (five can be 0+5, 4+1, 3+2, 2+3, 1+4, 5+0, 6-1, 7-2, etc.)
- repeat their quantity/comparison explorations with a wide variety of concrete materials, gradually making a transition from concrete to visual and verbal representations to symbolic notation
- compute mentally in conjunction with the use of concrete materials and number patterns such as: doubles, plus one, adding zero, etc.
- describe how they will solve a problem before doing it (putting together, taking apart, etc.)
- make realistic guesses/estimates using phrases such as: same, about, close to, near, more than, bigger, smaller, greater than, less than, etc.
- check the reasonableness of their results using concrete materials, diagrams, and calculators
- link the manipulation of concrete objects to the sequence of steps in a computational procedure
- group objects (popsicle sticks, coffee stirrers, straws, unifix cubes) by tens and ones naming the resulting whole number in different ways (3 tens and 2 ones, 30 and 2, 32, thirty-two)

Indicators	Strategies
Children will	Children will
■ understand place value and the meaning of multi-digit numerals	■ use a variety of proportional models (popsicle sticks, base ten blocks, unifix cubes, grid paper) to explore place value relationships and to discover equivalent amounts/exchanges (10 cubes for a long; 10 longs for a flat; 100 cubes for a flat, etc.) ■ build models and illustrate multi-digit numbers using place value grids and expanded notation cards
■ use their understanding of place value and number relationships to perform concrete operations involving addition and subtraction with regrouping	■ use place value materials to represent a number, perform a trade (regroup), solve the addition or subtraction problem and record their work
■ apply and extend their understanding of numbers and number relationships to problems involving equal-sized groups (multiplication and division)	■ concretely explore number patterns with equal-sized groups using the same materials they used to explore addition and subtraction
■ begin to identify and interpret fractions in terms of the part-whole relationship.	■ differentiate between an object divided into two, three, or four equal parts ■ explore fractional relationships using pattern blocks, Cuisenaire rods, and geoboards.

Learner Outcome:

Children will acquire visual thinking skills through explorations with shape and topological concepts.

Indicators

Children will

- demonstrate an awareness of the dimensions of topological space (position and location) and the language of these concepts
- describe, model, draw, and classify shapes
- investigate and predict the results of combining, subdividing, and changing shapes
- recognize and create symmetrical figures
- begin to relate geometric concepts to number and measurement ideas
- recognize and appreciate geometry in their environment.

Strategies

Children will

- investigate, experiment, and explore shape with everyday objects and other concrete materials
- describe the position and location of objects (here, there, up, down, over, under, on top of, inside, outside, above, below, beside, close to, etc.)
- visualize, draw, and compare shapes in various positions
- discuss and describe shape and space in their natural language
- recognize and describe whole shapes before discussing the properties of the shape or describing relationships between shapes
- construct and manipulate shapes using tiles, geoblocks, cubes, parquetry blocks, pattern blocks, straws, pipe cleaners, geoboards
- go on a neighborhood "shape walk," identifying shapes in buildings and nature.

Learner Outcome:

Problem solving is the central focus of the mathematics curriculum. Children will develop processes and strategies for solving problems.

Indicators

Children will

- demonstrate a willingness to undertake a problem
- begin to develop and use systematic approaches to problem solving based upon their trial and error experiences
- generate problems from everyday and mathematical situations
- use their knowledge and experiences to solve new problems
- increasingly demonstrate an awareness of the reasonableness of their results
- use estimation to solve problems involving quantities, measurement, and computation
- recognize and use mathematical concepts in other curricular areas
- recognize relationships among different topics in mathematics
- display growing competence in using mathematics in their daily life
- develop an awareness of when and how mathematics can be used in their world.

Strategies

Children will

- create problems from everyday experiences
- use trial and error tactics to solve problems
- incorporate stories and literature into mathematical problems (How much did *The Very Hungry Caterpillar* eat?)
- solve a variety of problems using manipulative materials
- look for and recognize a pattern as a strategy for solving a problem
- share their thinking and strategies with other children and adults
- identify patterns in music, art, language, and nature
- participate in activities such as cooking, carpentry, quilt making, games, etc. which require them to use mathematical concepts
- solve problems on a daily basis in a classroom climate that encourages and supports problem solving efforts.

Learner Outcome:

In age-appropriate ways, children will participate in hands-on experiences with calculators and computers.

Indicators

Children will

- participate in active, child-initiated activities using a classroom computer and high quality, age-appropriate software
- demonstrate an understanding that the calculator is a tool for computing mathematical operations
- show increasing skills in using calculators and/or computers as tools for exploring and extending familiar concepts.

Strategies

Children will

- develop and apply problem solving strategies in geometry, reasoning, classification, measurement and fractions through age-appropriate computer software
- focus on the problem solving process by using calculators to perform tedious calculations.

Reference

National Council of Teachers of Mathematics. *Curriculum and Evaluation Standards for School Mathematics.* 1989.

Learner Outcomes That Promote Children's Scientific Development

The study of science enables children to learn more about how their world works. Good science programs require a balance of content and process and help children learn ways of discovering what makes things happen. These learner outcomes model the nature of scientific investigation and provide children with a better understanding of the world while enhancing their sense of wonder and curiosity.

Learner Outcome:

Children will develop positive attitudes regarding science.

Indicators

Children will

- demonstrate curiosity about and interest in the natural world
- demonstrate an appreciation of patterns and diversity of the natural world
- demonstrate a positive attitude toward the environment
- demonstrate some receptivity to changing their own point of view as well as the views of others.

Strategies

Children will

- interact with many people who model an interested, curious, enthusiastic attitude toward science
- recognize their own actions as scientists
- participate in a variety of science experiences utilizing scientific equipment, collections of materials, nonfiction texts, and media
- participate in discussions where points of view are openly shared.

Learner Outcome:

Children will develop appropriate scientific strategies.

Indicators

Children will

- purposefully observe characteristics, similarities, differences, and changes
- classify and order materials, events and phenomena according to attributes and properties
- quantify according to length, area, volume, mass, temperature, and time
- measure, test, and analyze the properties and composition of materials
- manipulate materials, supplies, and equipment safely and appropriately to the investigation
- communicate scientific information in a variety of ways.

Strategies

Children will

- create, display, and tell about their collections of natural objects
- utilize a variety of scientific instruments for real purposes
- observe objects from different perspectives (magnified, aerial, in darkness, etc.)
- take things apart to observe them more closely
- use all senses to observe
- generate lists, make posters of appropriate safety rules
- communicate scientific information in a variety of ways (oral report, graph, picture, etc.).

Learner Outcome:

Children will utilize the scientific method of study.

Indicators

Children will

- hypothesize why certain phenomenon occur
- predict what they think will happen
- test out their predictions
- evaluate the results of their experiments
- communicate scientific information in a variety of ways
- draw inferences from prior knowledge and experiences to make predictions
- demonstrate the ability to look for natural causes of events.

Strategies

Children will

- make predictions of what will happen next
- make hypotheses and draw conclusions based on what they observed
- draw conclusions relating to cause and effect based on their experiences with real objects
- record the results of their experiments in a variety of ways.

Learner Outcome:

Children will begin to acquire general scientific knowledge.

Indicators

Children will

- use appropriate scientific vocabulary related to topics
- demonstrate some awareness of the relationships among the scientific disciplines
- demonstrate beginning knowledge of the nature and history of science
- recognize some applications and limitations of science in the practical world
- develop a beginning awareness of some common scientific approaches (time sequence, hypothesis testing).

Strategies

Children will

- hear only accurate scientific terms, facts, and principles
- observe scientific themes integrated throughout all areas of the early childhood curriculum including reading, math, social studies, language arts, pretend play, social, affective, aesthetic, physical, and construction activities
- discuss science-related current events.

Learner Outcome:

Children will begin to acquire scientific knowledge related to life science.

Indicators

Children will

- develop a beginning awareness of concepts included in life science
- classify organisms based on physical characteristics (e.g., mammals, birds)
- describe the life cycles and basic needs of some familiar organisms (e.g., butterfly, frog)
- describe functions of selected seed plant parts.
- describe relationships among familiar plants and animals as part of a food chain or web (e.g., caterpillars eat leaves)
- describe basic requirements for living things (e.g., air, food, water)
- describe habitats of familiar plants and animals (e.g., ponds, forests)
- describe positive and negative effects of humans on the environment (e.g., pollution)
- describe parts of the human body and their functions
- develop an awareness of different life forms (e.g., molds, bacteria).

Strategies

Children will

- explore a wide variety of life science materials. Examples of such items include live animals (fish, guinea pigs, insects, etc.), plants, and scientific tools (scales, magnifiers, magnets, etc.)
- experience several related science experiences to reinforce a life science concept (e.g., plants, animals) rather than experiencing isolated activities and demonstrations at random
- participate in solving problems relating to life science (What will happen to bread if it sits out for a long time?).

Learner Outcome:

Children will begin to acquire scientific knowledge related to physical science.

Indicators

Children will

- develop a beginning understanding of states of matter (solids, liquids, gases)
- describe the common physical changes of melting, freezing, and evaporating and describe changes in size and shape
- describe and compare motions of common objects in terms of speed and direction
- begin to relate changes in motion to forces such as push or pull
- classify common objects and substances by characteristics such as state, texture, color, size, shape, hardness, and weight
- identify some properties of materials which make them useful (magnetic/nonmagnetic, sink/float)
- describe some properties of light, including brightness and shadows
- describe selected properties of sounds (pitch, loudness)
- describe the use and function of simple tools and machines (hand egg beater, hand food grinder)
- demonstrate a beginning awareness of different forms of energy.

Strategies

Children will

- use common classroom happenings as the foundation of their knowledge of physical science concepts
- explore a wide array of physical science materials such as pulleys, scales, and levers
- experience several related science experiences to reinforce a physical science concept
- explore batteries, dry cells, windmills, and other types of energy
- produce a variety of sounds using different instruments, natural materials
- use, take apart, and rebuild tools and machines.

Learner Outcome:

Children will begin to acquire scientific knowledge related to earth science.

Indicators

Children will

- recognize characteristics of different seasons
- describe major features of the earth's surface, and types and uses of common earth materials
- recognize renewable and non-renewable resources and methods for conserving them
- explain typical weather conditions and describe appropriate safety precautions.

Strategies

Children will

- use common occurrences in their lives as the basis of their knowledge of earth science concepts
- explore the physical world through a wide variety of earth science materials (e.g., shells, rocks)
- experience several related science experiences to reinforce an earth science concept (e.g., the sky), rather than experiencing isolated activities and demonstrations at random
- participate in conservation experiences.

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Learner Outcomes That Promote Children's Creative Development

Teachers who encourage the growth of creativity provide children with unique and necessary strengths. First, children's learning is enhanced by the integration of the creative arts with other areas of the curriculum. As they use the arts to represent their learning, they synthesize and solidify what they learn, making teaching more effective. Teachers who encourage creativity nurture self-esteem and mutual respect. Children whose questions, individuality, and originality are honored begin to see themselves as valued persons who do well in school. Teachers who integrate these learner outcomes into the curriculum foster in children the priceless gifts of competence, self-reliance, and success.

Learner Outcome:

Children will creatively represent their cognitive and affective learning experiences.

Indicators

Children will

- use role-playing and dramatic play to assimilate concepts and to understand adult roles
- show a growing ability to pretend, to understand pretending, and to use objects as symbols for other things
- use graphic arts, modeling and construction, language, music, dance, and drama to represent their learning.

Strategies

Children will

- engage freely in dramatic play, with a variety of dress-up materials, and with environments they and their teachers create, simulating a household, a fire station, a store, a hospital, a dentist's office, or whatever children have recently experienced
- dramatize rhymes, songs, familiar stories, and children's literature
- use music and dance to express their feelings
- invent their own simple songs about group experiences and what they've learned
- use the graphic, construction, and media arts to show concretely what they have learned: draw and paint, make video tapes, model sculptures, puppets, slide shows, and murals, for example
- use language to tell about their learning: keep journals, make posters, write advertisements for their projects, write invitations and programs, label collections, make books, write thank you letters, and so on.

Learner Outcome:

Children will practice the cognitive processes and work habits brought about by the creative process.

Indicators

Children will

- concentrate on projects and problems for increasingly longer periods of time
- grow in the ability to plan individually, in small groups, and with the whole class
- make choices and value decisions, as they solve the problems of their creative work
- experiment, explore, and ask questions freely
- demonstrate comfort with open-ended questions and problems
- increasingly show originality and flexibility in their work; show their appreciation of uniqueness in their own work.

Strategies

Children will

- begin with simple creative tasks and move, when appropriate, to longer-term projects
- enjoy a daily schedule which accommodates appropriate work for progressively longer periods of time so children can concentrate on projects without undue interruption
- plan creative projects, individually, in small groups, and in whole class discussion
- involve themselves in projects which demand that children make their own aesthetic decisions and choices: "What color paper shall I use?" "What is the best way to show all about these insects?" "Which pictures best represent my idea?" are examples of questions children will be asking and answering for themselves
- participate in classrooms where teachers ask critical thinking questions, rather than always giving answers to be memorized, and who encourage individual differences and interpretations, rather than conformity to a pattern
- solve puzzles and riddles; find alternative ways to solve problems; and, together, find their own answers to classroom problems
- participate in projects, problems, and games which require divergent thinking
- work in classrooms where teachers demonstrate they value unique solutions, and where children are asked to make their products "different from others."

Indicators

Children will

- increasingly use their imaginations
- learn systematically to analyze, edit, and revise their own work
- grow in the ability to elaborate on their original efforts.

Strategies

Children will

- invent fanciful stories and imaginative objects; and write, draw, paint, or construct them
- consistently make first, second, and even third drafts
- listen to and consider constructive suggestions from others
- practice repeating motifs in their own designs; with encouragement, add more detail to their original work.

Learner Outcome:

Children will show increased eagerness to learn, and will gain reinforcement of their learning through an integration of art activities with other learning and subject matter.

Indicators

Children will

- use the graphic arts, sculpting and construction, music, dance, drama, and the language arts to demonstrate what they are learning
- recognize through exploration similarities among several curriculum areas
- learn about and reproduce in appropriate fashion the arts of other cultures as they learn about these cultures
- show eagerness and pleasure when approaching learning through the arts.

Strategies

Children will

- investigate and learn, using central content themes (the project method), using literature and all the arts to symbolize and represent their learning: write books, poems, and newspapers; dramatize trips; construct models, and so forth
- put what they learn into song, dance, and drama
- follow themes across disciplines: find and make patterns in poetry and music as well as in mathematics; find and compare patterns in nature and science, and use these patterns in art work; read pattern stories and poems and construct their own; recognize that patterns occur everywhere
- use "change" as a theme, examine changes in their own growth, and metamorphosis in other species, etc.
- use "homes" as a theme, locate their own homes, learn about bird and animal homes, learn how environment and climate influence the construction of homes, etc.
- reproduce the songs, dances, clothing, artistic customs, and goods of another culture and country
- approach and use the arts as something children naturally do for fun, rather than as something to be studied and memorized.

Learner Outcome:

Children will grow in healthy self-concept as they engage in the creative process.

Indicators

Children will

- show growing satisfaction with their own creative work, and growing respect for the creative work of others
- use aesthetic appreciations and artistic skills for personal relaxation and pleasure
- become more comfortable with risk-taking and with generating their own ideas
- grow in ability to give constructive criticism, and to accept respectful criticism of their own work.

Strategies

Children will

- freely use those arts which will give them the greatest concrete evidence of their own capabilities and success
- use media and techniques unfamiliar to them (e.g., stitchery, clay modeling, and sand casting, scratch films, puppet videos, collages) and continue to use newer media until they are successful and satisfied
- have free access to a variety of materials at reasonable times in order to carry out their own ideas
- enjoy music before and during the school day; respond to mood-setting music when they require relaxation; respond to lively music when the group needs stimulation
- enjoy looking at beautiful pictures, sculpture, buildings, bridges, and other works of art from all times and places
- attend children's plays and musical performances, enact their own performances, visit art exhibits and museums
- visit libraries and borrow records, tapes, and compact discs for the classroom
- combine materials in new and different ways which may not be anticipated by their teachers, but are accepted by them
- share the work they choose with others, apply useful ideas of others; be guided in making constructive criticism of others' work by telling what they like and making constructive suggestions.

Learner Outcome:

Children will develop rich and rewarding aesthetic lives.

Indicators	Strategies
Children will	Children will
■ show appreciation of their heritage and of the heritage of other cultures in literature and the arts	■ become acquainted with authentic arts of other cultures and become sensitive to their appropriate use ■ have classroom visitors (including parents) from a variety of cultures; explore and ask about art techniques, musical styles and instruments, and typical uses of color, pattern, and materials
■ show in words and actions that they appreciate beauty in nature and in art	■ spend time in natural settings (possibly within walking distance of school), and examine what they find there; visit nearby woods, lakeshore, pond, or school yard; examine leaves, nuts, driftwood, shells, stones, shadows; record bird songs; talk about, write, or paint what they see and collect ■ use events such as first deep snow, thunderstorm, spring day to note their beauty and feeling; write, dance, and play music expressing the feelings stimulated by the events; read related poetry
■ initiate suggestions regarding the beauty of their own school environment; implement their suggestions	■ take responsibility for the classroom's and school's appearance, analyzing in class how they could make each look better, and carrying out their own plans ■ show their artistic work in the school building, outside the classroom, and in spaces set aside for that purpose
■ discuss with increasing thoughtfulness their preferences for stories, poems, illustrations, songs, musical genres, and other works of art.	■ choose their favorite stories, books, and poems for the teacher to read to them, or for them to read to others ■ choose favorite music to listen to and favorite songs to sing ■ tell why they made these aesthetic choices.

Learner Outcome:

Children will become more knowledgeable about the arts and artists.

Indicators	Strategies
Children will	Children will
■ show in their speech and their reactions to art that they are increasingly knowledgeable about the graphic arts, sculpting, modeling, and construction	■ look at the work of a variety of artists from various times and places (chosen to be appropriate and appealing) ■ find likenesses and differences among artists' pictures ■ look at a variety of kinds of art, from early cave paintings to contemporary work, and at a similar variety of architectural styles; make model buildings from an interesting era ■ make abstract designs with line, shapes, color, and texture
■ show growing awareness and use of artistic elements such as line, shape, color, texture, form, and composition	■ talk about the line, shape, form of their own compositions and those of other artists
■ become increasingly aware of perspective and of the horizon line	■ go outdoors to draw and paint a variety of scenes
■ increasingly elaborate on their work	■ increasingly add background, detail, and elaboration in their work ■ consistently listen to good music in the classroom
■ show a growing awareness of a variety of genres in art and music	■ listen to and compare a variety of musical genres, such as classical, modern, jazz, and folksongs
■ become aware of musical composers	■ listen to and compare composers from a number of historical periods
■ develop a sense of the variety in musical form	■ listen to many kinds of music: marches, waltzes, tone poems, appropriate ballet, songs; move to them and discuss them.
■ begin in appropriate ways to read music	■ clap rhythm patterns; invent rhythm patterns for others to clap, beat, or play ■ read familiar rhythms using simplified musical notation; write notation for one's own rhythms for others to read

Indicators	Strategies
■ become aware of and begin to discriminate tone and pitch	■ experiment with metal and wood blocks, strings, rubber bands, tubes, objects which can be used for percussion, keyboards, and other musical instruments; listen to differences in pitch and tone ■ play games with others to find high and low tones and loud and soft tones ■ invent stories using sound effects in small groups ■ use drum or tambourine, move their bodies at different tempos; talk about fast and slow
■ become aware of dynamic elements in music and dance	■ sing a variety of rote songs, including folk songs, work songs, historical songs; learn that the tunes they sing are melodies; tell their stories
■ become aware of the concept of melody	■ listen for melody in recorded music; hum familiar melodies
■ become more familiar with and more knowledgeable about musical instruments	■ observe and explore a variety of instruments, be visited by musicians, listen to them play, talk about how instruments work, try playing them ■ see child-oriented, brief films and videotapes of musical performances; listen to records, tapes, and discs; attend appropriate concerts and parades ■ make their own instruments ■ begin to identify instruments from their sounds; begin to be aware of strings and brass families, etc.
■ become familiar with a variety of dance forms	■ see child-oriented dance performances, including folk dances, appropriate ballet, Native American dances, etc. ■ move to music; learn simple dance patterns ■ tell stories through movement and dance

Indicators	Strategies
	■ as a group, create movements representing familiar objects, animals, and activities; be encouraged to make individual interpretations
■ develop an increasing understanding of drama in many forms	■ dramatize stories and events, paying increasing attention to dialogue
■ become increasingly aware of fundamental elements which are common to all the arts.	■ when appropriate, analyze their own dramatizations, make suggestions for improvement, practice, and sometimes turn creative drama into theater for others; talk about what makes things dramatic
	■ view puppet shows and pantomime for children
	■ find patterns in line, form, texture, dynamics, and so on in their own movements, in musical rhythms and melodies, in dance and dramatic stories, in paintings and drawings and in their own work
	■ discover that all works of art are thoughtfully composed by human beings; recognize that they, too, are composers of many works of art.

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Learner Outcomes That Promote Children's Language Development

Children begin to learn to communicate at birth and are emerging as language users moving from listening and speaking to reading and writing. Literacy emerges through the developmental patterns of children's decoding (reading) and encoding (writing) which has implications for changes in the literacy curricula. Through these learner outcomes in the language arts, children are becoming motivated and efficient communicators who listen, speak, read, and write effectively for meaningful purposes.

Learner Outcome:

Children will develop effective and differentiated listening skills.

Indicators

Children will

- demonstrate enjoyment when listening to stories, poems, music, etc.
- listen to and be able to follow spoken directions
- appreciate the role of the listener in a conversation
- listen attentively to the ideas of others
- listen without interrupting
- discriminate intended sounds from background sounds
- gain information from listening
- listen without visuals (e.g., tapes, books, etc.)
- ask questions to clarify or extend meaning
- realize all listeners do not hear the same thing from the same message
- understand the concept and role of an audience

Strategies

Children will have opportunities in a large group, small group, or individually to

- hear literature, poetry, and music from tapes, records, and readers
- carry out verbal directions
- converse with each other
- take part in group discussions
- work cooperatively on projects or tasks
- model and role play self assessment of listening behaviors
- listen to sounds in the environment and nature
- define listening and appropriate listening behaviors
- use a listening center to hear music, literature, and poetry
- ask questions of each other and adults
- discuss principles of communication (e.g., distortion of messages sent and received, the concept of audience and adaption of messages for different audiences)
- read their writing via use of an "author chair."

Learner Outcome:

Children will speak effectively to express themselves clearly and will move toward being grammatically correct.

Indicators	Strategies
Children will	Children will have opportunities and be encouraged to
■ represent their experiences with oral language	■ share experiences orally in small and large groups with each other and other adults formally and informally throughout the day
■ demonstrate comfort and confidence when speaking to a group	
■ continue to develop vocabulary to be able to effectively express feelings and thoughts, describe experiences, respond to others and get their needs met	■ learn and discuss words to describe feelings and ideas
■ speak in thought units and sentences	■ describe classroom experiences; math, language arts, science, social studies, construction, art activities, etc.
■ move from simple to complex sentences	
■ understand the roles of the participants in conversation	
■ continue to relate events with increasing numbers of details and descriptors	■ converse with other children and adults
■ tell original stories	■ retell events in storylike form and create and collaborate on new stories based upon a pattern or an original idea
■ contribute to group discussion	
■ continue to learn to speak with appropriate volume, intensity, and tone	
■ ask relevant questions	
■ respond appropriately to questions.	■ ask questions individually and in groups.

Learner Outcome:

Children will understand the diversity of communication.

Indicators	Strategies
Children will	Children will have opportunities to
■ attach meaning to facial expressions, voice tones, gestures, body positions, etc.	■ interpret facial expressions, voice tones, gestures, etc. of others (characters in illustrations, photos, mirrors, etc.)
■ model nonverbal communication	■ model and interpret nonverbal communication through simple mime activities and simulations
■ convey feelings through nonverbal expressions	■ use mirrors and videotapes of themselves and their classmates to view facial and body expressions
■ interpret and react to nonverbal expression	■ dramatize simple stories
■ use nonverbal expressions to match and reinforce spoken expression	■ hear different English words used for the same object or action
■ understand that different words are used to describe different objects and actions	■ hear and use other languages through conversation, books, music, etc.
■ understand that some people use languages other than English	■ discuss the advantages of knowing more than one language
■ recognize the value of different forms of languages	■ teach vocabulary, songs, rhymes in their home language
■ begin to understand the value of being able to speak more than one language	■ observe others using sign language, Braille, etc., and try simple messages.
■ feel acceptance of their home language ability	
■ become aware of alternate forms of communication (e.g., Braille, sign language, lip reading, etc.).	

Learner Outcome:

Children will develop writing skills to communicate and express themselves clearly for a variety of purposes. (Children may exhibit many of these indicators at the same time.)

Indicators	Strategies
Children will	Children will have opportunities to
■ understand that oral language can be recorded	■ view oral language being written down when making classroom charts, stories, and lists; dictating personal comments and stories; watching the teacher speak and write, etc.
■ use their own experiences as a basis for writing, beginning with recording their personal language (writing as they speak), then progressing to more conventional forms of written language	■ use their natural language and their own experiences in writing assignments before being asked to write teacher-assigned and possibly more abstract topics
■ begin to develop an understanding of purposes for writing	■ use a writing center to create books, signs and props for other areas in the classroom, write in journals, write notes and letters, etc.
■ move from pictures and scribbling to letter-like forms, to using letters from their names and from the environment, to strings of letters, to using one letter (usually the first sound) to represent a word (d for deep), to major consonant sounds (dp for deep), to adding vowel sounds (dep, depe, deap, deep)	■ use developmental (invented, temporary) spelling strategies in groups and individually as they begin to write
■ increase in the understanding of sound/symbol relationships	■ develop sound/symbol relationships through natural language connections: their own names, labels of common familiar items, rhymes, stories, etc., rather than from a phonics program or a "letter-a-week" approach
■ increase in the use of punctuation marks in their writing	■ see punctuation rules modeled during a daily group message writing activity, etc., and use punctuation in personal writing
■ begin to develop an understanding of the concept of audience of their writing	■ discuss writing and adapting for different audiences

Indicators

Children will

- write for a variety of purposes using a variety of prewriting activities
- appreciate revision as an essential step in the writing
- proofread and edit writing work
- begin to understand that writing is one way of organizing information (e.g., lists or categories of related words and ideas, main ideas and supporting details, etc.)
- recognize writing as a means of personal expression
- grow in awareness that they can write and record in many ways (e.g., tape recorder, typewriter, dictation, computer)
- use computers and word processors to write and store written work
- choose to write for communication and enjoyment
- use a variety of written forms to convey meaning.

Strategies

Children will

- understand and practice the writing process of

  -experiencing a variety of prewriting activities (e.g., hearing stories, discussing visits, films, classroom experiences, etc.)

  -writing and interacting with each other and adults

  -revising

  -editing for publication and sharing
- use lists, mapping or webbing, and other similar strategies to organize content
- write poems, express feelings, and personal thoughts in journals
- write to classmates and teacher, and place in personal mailboxes
- use tape recorders, typewriters, computers, and word processors
- write for many purposes (e.g., communications, creative expressions, enjoyment)
- use diagrams, graphs, maps, charts, etc., to convey meaning.

Learner Outcome:

Children will develop the physical skills to write letters and numbers legibly. This will not interfere with or be substituted for the content of their writing.

Indicators

Children will

- develop fine motor coordination and control
- develop the skills of appropriate pencil grasp
- write letters and numerals correctly, moving from manuscript upper case letters to lower case letters to cursive writing
- begin to copy and write punctuation marks correctly.

Strategies

Children will have opportunities to

- manipulate a variety of materials: play dough, beads, pegs, cubes, lacing cards, scissors, art and writing implements
- write on easels, chalkboards, slates and move from unlined to lined paper and from upper case to lower case manuscript letters to cursive
- practice letters, numerals and punctuation marks while writing meaningful words, sentences, etc.

Learner Outcome:

Children will develop strategies that will assist them in reading a variety of meaningful materials effectively and efficiently.

Indicators

Concepts about reading

Children will

- understand that speech can be written and then read by others
- understand that the goal of reading is to get meaning
- develop skills of reading left to right, top to bottom, page by page, etc.
- understand the difference between telling stories and reading stories
- use illustrations and pictures to tell or retell stories
- develop the concept of a story (e.g., beginning, middle, end, supporting details, characters, setting, etc.)

Strategies

Children will have opportunities to

- observe speech written down and reread class stories and charts, labels, signs, etc.
- hear stories told and experience stories being read with attention to print and emphasis on meaning
- hear stories and literature on a daily basis that are beyond their independent reading level
- observe reading modeled on chart paper, in big books, on chalkboards, etc., with left to right, top to bottom movement, etc.
- dramatize, tell, retell poems and stories
- reread and reenact stories from pictures
- discuss concepts of story (e.g., characters, scenes, etc.)

Indicators	Strategies
■ understand we read for many purposes (e.g., enjoyment, information, directions, etc.)	■ read for enjoyment, for information, for directions
	■ read a wide variety of materials including posters, catalogs, shirts, newspapers, placemats, signs, etc.
■ understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, etc.)	■ read words everywhere in their world
■ begin to classify the genres of printed material (e.g., fiction, fact, biographies, etc.)	■ understand, read and have a variety of genres read to them
■ begin to name and understand the function of parts of books (e.g., title, table of contents, glossary, etc.)	■ locate and define parts of books
■ develop an understanding of the roles of authors and illustrators.	■ discuss, read about, and meet authors and illustrators and be authors and illustrators themselves.

Decoding Strategies

Children will	Children will have opportunities to
■ experiment and play with sounds	■ make lists of rhyming words, words that start with the same sound, learn and recite alliterative poems, limericks, etc.
	■ read and hear read a variety of print (e.g., signs, labels, songs, rhymes, lists)
■ recognize words in the environment (e.g., exit signs, names on buses, the school, etc.)	■ observe and hear reading modeled and hear as writing is taking place
■ develop a sight vocabulary	■ identify letters, sounds
■ develop an awareness of phonics and its usefulness through interactions and direct instruction with whole meaningful text	■ talk about how they decoded a word
	■ tell the missing word from a sentence by using context, etc.
■ use a variety of clues to read new words (e.g., pictures, phonics, context, syntax, etc.).	■ read books and excerpts from a variety of selections. When used, reading series sequenced by difficulty with controlled vocabulary will be used as a supplement to the total reading program.

Comprehension Strategies

Children will

- demonstrate an understanding of the meaning of words, of sentences, paragraphs, and simple stories
- begin to understand the main idea in simple stories
- understand the need to use different strategies to getting meaning (e.g., predictions, context, prior knowledge, etc.)
- begin to develop an understanding that reading is a process that involves the interaction between writer and reader and the context of reading
- make inferences about what they hear and read
- evaluate what has been read.

Children will have opportunities to

- discuss meaning of words, phrases, sentences, stories; use different words to decide how the meaning changes
- discuss and use varied reading strategies (e.g., predictions, context, paragraph headings, prior knowledge, etc.)
- discuss author's purpose
- hear material read and read material, being asked to make inferences and judgments about what they hear or read.

Reference Skills

Children will

- use the library
- develop reference strategies.

Children will

- use a library/media center to select books and reference material
- search for information as a group or individually from a variety of sources (e.g., atlas, encyclopedia, books on certain subjects, etc.).

Attitudes About Reading

Children will

- develop positive attitudes about themselves as readers
- choose to read for enjoyment and pleasure
- make choices and have preferences in selecting books by certain authors and illustrators.

Children will have opportunity to

- be successful as readers and not be grouped according to ability
- select a variety of reading materials and have opportunities and places in the classroom to read for enjoyment
- make lists of books by authors and illustrators and have several books by an author or illustrator shared.

Learner Outcomes That Promote Children's Physical Development

Movement is the common thread through which the physical education of children can be fostered. Movement is not limited to a specific time frame but is integrated daily throughout early childhood programs. These learner outcomes provide the basis for movement skill acquisition, cooperative and social interaction skills, and the development of knowledge about physical activity and exercise.

Learner Outcome:

Children will gain the ability to control their bodies with ease.

Indicators

Children will

- begin to recognize and learn the names of body parts and their locations
- move freely in different spaces and situations; begin awareness of self, others, and environment
- demonstrate control of body movement.

Strategies

Children will

- use mirrors, pictures, posters, and magazines to learn the location of body parts
- participate in activities that require locating body parts (e.g., Simon Says)
- make and put together jigsaw body puzzles from heavy cardboard, rubber matting, etc.
- view films and videos, listen to factual information and poetry about the body
- make murals from tracing their own bodies
- explore and investigate the environment
- demonstrate smooth integrated body action in a spontaneous manner
- organize and use body and objects to explore spatial concepts, (e.g., over, under, right, left)
- participate in movement activities involving balance and weight transference, (e.g., balance, climbing, gymnastics)
- use body and limbs in a variety of ways to discover ways in which each body part can move.

Indicators	Strategies
Children will	Children will
■ become more adept in locomotor movement	■ participate in activities which develop walking, skipping, galloping, sliding, etc., skills
■ develop competence in manipulative skills	■ participate in activities which develop throwing, catching, kicking, etc.
■ try a variety of motor activities developed to enhance physical flexibility	■ participate in activities that involve dancing, wiggling, bending, stretching, crawling, etc.
■ develop muscle strength, muscle endurance, and cardiorespiratory endurance	■ participate in vigorous, sustained physical activity to develop strength and stamina
	■ observe the effects of exercise on their own bodies, (e.g., feel pulse, calculate heart rate)
	■ observe and record their own growth by recording time, keeping tallies or graphs, etc.
	■ coordinate multiple physical skills (e.g., walking and hopping that becomes skipping)
■ demonstrate their ability to use different body parts in a rhythmic pattern	■ create, listen to, and repeat patterns for others to follow
	■ create patterns with various body parts, (e.g., legs, head)
	■ participate in jump rope chants, clap to rap, street rhythms, etc.
■ demonstrate their willingness to try progressively more difficult tasks	■ participate in individual and team activities regardless of the outcomes
	■ explore new challenges in the physical domain
■ take pride in their own abilities and become self-motivated.	■ improve skills through practice.

Learner Outcome:

Children will experience growth in fine motor development and use small muscles to improve a variety of fine motor skills.

Indicators

Children will

- develop and refine motor control and coordination
- develop eye-hand coordination
- develop finger/thumb and whole hand strength coordination and endurance
- demonstrate use of acquired fine motor skills in daily activities
- develop the ability to use writing tools.

Strategies

Children will

- use manipulative materials such as lacing, sewing, construction toys, etc., that vary in size and skill requirements
- participate in learning stations which require the use of small muscles, (e.g., kneading, squeezing)
- practice assembling, tracing, cutting, using utensils, sewing, lacing, buttoning, etc., with a variety of objects
- use manipulative materials such as door knobs, pencils, pick-up sticks, clothespins, marbles, etc.
- develop cutting skills by progressing from snipping to cutting straight lines, curved lines, shapes, patterns, etc.
- practice crafts such as paper weaving and tearing, modeling, sewing, etc.
- use a variety of drawing and printing materials and activities such as markers, paints, crayons, vegetable prints, etc.

Learner Outcome:

Children will participate in activities that emphasize cooperation and minimize competition.

Indicators

Children will

- learn to cooperate with others through games and other activities and actions that reflect knowledge of the rights of others
- begin to develop an appreciation and respect for varying physical abilities and capabilities and being a team member.

Strategies

Children will

- participate in activities which require cooperation with other children, (e.g., manipulating a parachute, plants, crates)
- listen to stories, view films, and discuss the importance of playing together responsibly
- participate in activities in which they have to take turns and assist others
- play games which require cooperation and those in which everyone can contribute
- experience and appreciate diversity among individuals
- participate in a variety of activities in which boys and girls play together in all positions and in all activities
- discuss and practice commitment and contributions members make to a team
- cooperate in pairs or groups through both leadership and following
- strengthen their "I can" attitude and experience success in a variety of physical activities.

Learner Outcomes That Promote Children's Awareness of Health, Nutrition and Safety

Learner Outcome:

Children will practice health and safety knowledge in making choices in daily life.

Children learn to value their bodies and keep themselves healthy and safe. They learn that their behavior affects their health and safety. These learner outcomes foster their chances of having good health habits and serve as a foundation for lifelong productivity.

Indicators	Strategies
Children will	Children will
■ learn to keep their bodies clean	■ practice daily oral and personal hygiene including appropriate toileting procedures, hand washing, use of tissue, toothbrushing, etc.
■ learn to keep their bodies fit	■ hear, read and discuss stories and factual information about hygiene, germs, sleep, rest, exercise, etc.
■ describe ways to prevent spreading germs and diseases to other people	■ observe pictures of germs, hear information about and list ways germs are spread ■ make posters and participate in activities that demonstrate how germs are transmitted and ways to stop their transmission
	■ discuss some of the signs our bodies use to tell us we are ill
■ recognize some of the symptoms of disease and recognize instruments that may be used in diagnosis	■ use words to describe symptoms and instruments, (e.g., scratchy throat, chills, thermometer)
■ identify activities and situations which may be potential hazards to health and safety.	■ read books, observe, and make posters, have classroom visitors share, see videos, role play hazardous situations, (e.g., people smoking, poison, etc.) ■ discuss how electricity, traffic, tools, strangers, chemical abuse/use etc., are potential hazards ■ apply information about hazardous situations, (e.g., identifying edible and nonedible items) ■ dramatize making appropriate choices and decisions for themselves ■ recognize symbols that include danger, (e.g., skull and cross bones, "Mr. Yuk") ■ identify poisonous household products, plants, and berries.

Learner Outcome:

Children will recognize their role in preventing accidents or potential emergencies.

Indicators	Strategies
Children will	Children will
■ learn appropriate safety procedures for home, school, outdoors, playground, vehicles, bicycles, etc.	■ discuss, hear and read books, have classroom visitors, and role play general safety procedures ■ list positive safety rules and list potential hazards ■ discuss consequences of unsafe actions ■ make posters which demonstrate appropriate safety and emergency practices, (e.g., safety belts, avoiding strangers, fire drill procedures)
■ demonstrate an awareness of pedestrian and bicycle safety ■ identify how feelings, attitudes and behavior cause accidents	■ participate in role playing activities and Safetyville ■ relate personal accident experiences ■ role play and talk about how feelings of excitement, confusion, and being in a hurry might cause accidents
■ identify persons to whom they can turn for help in an emergency situation ■ know important facts about themselves (e.g., address, phone number, parent's name)	■ list emergency situations and name people that should be contacted ■ practice dialing 911 or the emergency number and giving the appropriate information ■ have a visitor tell or view videos showing how children saved lives
■ identify roles of various people in the community for whom safety is a major job responsibility	■ visit and have visits from people who are responsible for public safety ■ write stories, read books, view pictures, role play, use puppets, etc.
■ identify substances that are not safe to taste or smell	■ identify the community helper who can assist in the emergency shown ■ create stories concerning playing with medicine ■ involve and discuss with family members what household items are potential poisons ■ identify the only conditions under which you should take medicines

Indicators	Strategies
Children will	Children will
■ understand the importance of avoiding the use of alcohol, tobacco, and other drugs	■ observe and participate in demonstrations that show the harmful effects of drugs ■ view videos, posters, and read books that discuss the harmful effects of drugs ■ record, list, and discuss the disadvantages of using these drugs and reasons people use them ■ make a speech or poster, produce a book about safety rules, etc. ■ know the difference between a medicine and a harmful drug ■ make posters or signs to demonstrate what they have learned about harmful substances ■ role play or use puppets to act out substance abuse facts and messages
■ identify a variety of feelings and moods ■ identify the relationship between physical and emotional health ■ identify a variety of coping behaviors	■ role play, make a poster about feelings in common situations ■ record health status on a daily continuum ■ observe, discuss, and participate in a variety of situations in which coping behaviors are needed and/or demonstrated
■ become aware of issues relative to personal safety	■ discuss, hear, and read information; view appropriate dramatizations, films, etc., about child abuse, abductions, and other issues related to child safety ■ recognize symbols that indicate safe houses, (e.g., helping hands) ■ discuss the concepts of good and bad secrets ■ identify the difference between appropriate and inappropriate touching ■ role play saying "NO" and sharing information with an adult about abuse, etc.

Indicators	Strategies
Children will	Children will
	■ participate in demonstrations, read books, listen to stories, view videos, etc., on safety procedures
■ learn the correct procedures in case of tornados, fire, or storms	■ practice the correct procedure for each situation ■ practice what to do if clothing catches fire, if they are in a room full of smoke, etc.
■ describe role and function of community health helpers	■ discuss, read, and meet with people from the community who impact students' health
■ understand how changes in the family impact the roles and responsibilities of family members.	■ hear, read, and discuss information about how families change and how they cope with these changes.

Learner Outcome:

Children will become aware of and develop nutritional habits that contribute to good health.

Indicators	Strategies
Children will	Children will
■ describe the importance of food in daily living	■ discuss, hear and read stories and factual information, view videos and films about why food is eaten
■ recognize the need to eat meals and snacks at regular intervals	■ eat snacks and meals at regular intervals ■ write, draw pictures, or cut out pictures to record the foods eaten at different times of the day ■ view filmstrips, films, videos, books, charts related to meals and snacks ■ use food models, real food, pictures to make appropriate food selections
■ understand reasons for food choices for self and others	■ make collages, mobiles, murals, posters depicting appropriate food choices ■ work cooperatively on cooking projects with other children or adults ■ recognize that families have different food preferences and patterns
■ identify the difference between foods high and low in nutritional value.	■ make nutritional snacks and recipe books ■ change foods into different forms, (e.g., apples to applesauce or apple juice) ■ select healthy snacks on a daily basis ■ sample foods from other cultures.

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Learner Outcomes That Promote Children's Social and Emotional Development

Children learn and thrive when they have high self-esteem and regard themselves as valued and capable persons. Therefore, programs directed toward children's optimal learning and growth will attend to the development of self-esteem. Children learn best in an orderly environment in which reasonable rules are learned through positive classroom management. Teachers teach clearly and directly the behavior they expect, and consistently model these behaviors themselves. Through the following learner outcomes, children are led to be cooperative and to want to be cooperative through the nature of the nurturing environment, the interests and appropriateness of school tasks, and the building of community in the classroom.

Learner Outcome:

Children grow in emotional health and in positive self-esteem because the program carefully attends to and nurtures these characteristics.

Indicators

Children will

- show in words and action that they are reasonably self-confident; speak of themselves as valuable and capable
- undertake new tasks with reasonable confidence and enthusiasm

Strategies

Children will

- be successful at something every day
- have teachers who believe in all children's ability to learn, and who consistently show their enthusiasm
- be featured as "student of the week," with photographs and interesting statements featured in the classroom; have visits from adults in their families; be honored in special celebrations
- participate in a daily schedule which provides a variety of active and quiet times, allowing for movement when needed
- participate in a learning environment where adults hold high expectations of what children can become
- receive teachers' and children's vocal appreciation of their work
- have their work responded to by task-specific feedback and questions directing their attention to their own accomplishments, rather than by indiscriminate external praise
- learn self-help skills: zipping, buttoning, tying, putting on boots, putting one's possessions in a special place

Indicators	Strategies
Children will	Children will
	■ learn classroom routines: independently get and return classroom materials and supplies; follow reasonable classroom procedures
■ show appropriate independence in caring for themselves and in meeting their own needs	■ share in specific responsibilities for caring for the classroom and its operation
■ become aware of their own emotions and grow in ability to express them constructively	■ participate in class meetings and keep journals in which they can express their feelings and talk about their interests
■ speak of their own possibilities for the future	■ examine their own work and talk about their own growth, rather than always relying on others to point it out
■ show increasing awareness of their own growth; participate in evaluating their own progress and in setting their own goals	■ write, draw, tape, or take part in discussion of their own "report cards" and, when appropriate, attend and contribute to their parent-teacher-child conferences
■ accept and appreciate their own gender, family, race, cultures, and language	■ learn valuable characteristics of their own and others' cultures and ethnicities; share their favorite foods and customs; have adults in their families share with the class
	■ learn about women and men of distinction from their own and others' cultures; read about, be read to, see films about male and female heroes; dramatize stories from the lives of great people
	■ visit and have visits from people in a variety of careers, including those in nontraditional occupations
	■ practice the skills and activities traditionally associated with the opposite gender (e.g., all girls and boys will participate in stitchery, macrame, woodworking, climbing, active ball games, and cooking)
■ demonstrate by word and action that they like to come to school, and show their delight in learning.	■ encounter pleasure and laughter in school every day; have time to tell jokes, to sing; have teachers with a sense of humor.

Learner Outcome:

Children are active members of a supportive and cooperative classroom community in which they freely participate.

Indicators

Children will

- take turns with equipment and share materials and activities with others in age-appropriate ways
- without overdependence, ask for help when they need it from other students before they ask for help from the teacher
- show a growing ability to make friends, to be a friend, and to work and play with others harmoniously and with integrity
- show through speech and action that they regard their class as a supportive group to which they have a feeling of belonging
- contribute to and take pride in constructive group projects
- learn to evaluate work constructively; feel free to give and to accept opinions; recognize that criticism is about ideas and not about persons

Strategies

Children will

- play with others at tasks which enhance learning, cooperation, and pleasure
- share equipment and materials with others; ask others to share with them
- teach each other
- learn to take turns in discussion, as well as with materials and equipment
- participate daily in class meetings where their contributions are accepted and recognized; talk about their plans for the day, what they have learned during the day, and what they have enjoyed most
- develop together symbols of classroom identity, such as a class name, class motto, class song, class creed, and so on
- complete tasks in pairs or with buddies
- with instruction and support, gradually move to work in small groups in which each child has a specific responsibility in larger projects
- plan with others and participate in a variety of interesting group projects; have an art museum or a science display set up by all to which others are invited; have a bake sale (write ads, make posters, do the cooking, learn to make change); start an early vegetable garden; put on a play; carry out a class recycling project; sing at nursing homes; make a mural for the corridor, etc.
- continually examine the success of their own cooperative behaviors, and of working together

Indicators

Children will

- grow in ability to reflect upon and express the qualities of friendship
- show a growing disposition voluntarily to help and comfort others.

Strategies

Children will

- evaluate their cooperative projects: Did they listen to each other? Did everyone have a chance to contribute? Were individual needs and interests attended to? Was the project a success?, etc.
- with teacher guidance and modeling, give constructive criticism of each other's work
- with teacher guidance and modeling, give constructive suggestions for the improvement of their own work and the work of others
- during evaluation periods, consistently focus on ideas, process, and product, rather than on individuals
- discuss and list as a class the qualities of friends
- read books about friends, write or dictate writings about "my best friend," dramatize stories involving friendship, write a recipe for a good friend, etc.
- observe teachers and other adults modeling caring and respectful behavior
- participate in caring activities, such as caring for a pet, sending cards to a sick child, writing thank you notes, visiting a nursing home, preparing food baskets, or helping those who have been hurt or need help for any reason.

Learner Outcome:

Children grow in pro-social behavior and responsible self-discipline, leading ultimately to a growing understanding of democracy.

Indicators

Children will

- adhere to reasonable classroom rules and routines intended to assure comfort of all in the group
- show increasing responsibility for their own activities and whereabouts
- make informed choices about their own behavior, and accept and understand the consequences of their choices
- begin to exert inner control and to govern their behavior without reminders from adults
- begin to settle disputes through rational discussion and arrival at consensus
- demonstrate respect for the persons and property of others
- show a growing awareness of the needs and feelings of other children and adults; and adapt their own behavior in empathic ways.

Strategies

Children will

- participate in the development of classroom rules
- recognize and understand the reasons for rules by which the group is expected to live
- learn that all choices have consequences; learn to recognize that their consequences are the result of their own choices
- live in a classroom where teaching, encouragement, and experiencing logical consequences (NOT punishment, blame, or humiliation) are ways teachers gain good behavior
- use class meetings to discuss appropriate behavior in a variety of real situations, as they occur
- learn to use constructive means of working off frustration, such as running, dancing, woodworking, working with clay
- live in an atmosphere where the teacher models expectation of self-discipline, and where taking care of ourselves and each other becomes a class motto
- learn to talk things over (with guided practice) when they have differences with classmates; role play good ways to settle disputes; learn to express anger or frustration in words, rather than hurting others
- use class discussion to make plans and settle disputes in ways which consider opinions of others; try to reach consensus, rather than taking a vote
- dramatize, talk, and write about incidents centering upon personal feelings of fictional characters.
- have teachers who honestly and respectfully espress their own feelings and classroom needs.

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Learner Outcomes That Promote Children's Social Studies Development

Social studies for young children require a balance of content and process in the areas of historical, geographical, political, social/cultural, and economic understandings. This balance of content and process will further children's understanding of themselves, others, and the world in which they live. While these learner outcomes are abstract, children can develop a beginning awareness through concrete experiences that are meaningful to their lives.

Learner Outcomes:

Children will begin to develop an understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and days gone by.

Indicators

Children will

- use words to describe time (e.g., yesterday, today, tomorrow, past, present, future, etc.)
- begin to demonstrate an understanding of clock time, calendar time, and chronological time
- begin to express an understanding of cause and effect relationships
- trace/sequence the personal history of their own lives and the lives of family members and friends
- make judgments about past and present events and the actions of people involved in those events and how those events and actions will affect the future
- begin to express an awareness of life in days gone by.

Strategies

Children will

- hear words used to describe time being modeled by others in conversation and writing
- use in meaningful ways clocks, calendars, and other instruments that measure time (e.g., a timer for cooking, an hour glass to show duration of time)
- share objects which describe personal family or friends, growth (e.g., family photo album)
- share meaningful object(s) from their families' history (e.g., quilt, photograph, jewelry)
- represent growth through dramatic play, pictures, graphs, dictations, writings, family tree, etc.
- hear, read, retell, discuss, illustrate, and re-enact stories about present and past experiences or events
- begin to examine and use objects from the past
- use a variety of reference books to check information.

Learner Outcome:

Children will begin to construct an understanding of location, place, relationships within places, movement, and region by interpreting, describing, and representing their environment through photographs, drawings, models, and maps. These activities and experiences will encourage children's understanding of their relationship and place within their own environment.

Indicators

Children will

- include representations of roads, bodies of water, buildings, etc., in their play
- use words to indicate directionality, position, and size
- recognize land, water, roads, and other geographical features on map or globe
- interpret maps and aerial photography of local areas
- create simple models, images, and maps that represent the classroom, school buildings, and other local areas
- interpret symbols used on simple maps
- read and create a pictorial map key
- state how climate and physical features of an area affect how people live and work
- determine ways people can change the land to meet specific purposes.

Strategies

Children will

- use objects to represent land and water features, buildings, etc., in sand, with blocks, outdoor play, water play, with a rocking boat, etc.
- explore directionality with their bodies and through concrete experiences, moving to use words to describe position and size
- tour classroom, school, and community areas being interpreted and mapped
- use blocks, manipulative materials, clay, and other media to reproduce their environment (e.g., build a school, create a floor plan of classroom)
- describe, represent, and draw routes from home to school and other places of significance in the child's environment
- explore and use maps, globes, and aerial photography of their community
- have opportunities to take aerial perspectives, find locations, determine directions, calculate distance, interpret symbols, and begin to see a need for scale
- create symbols from real objects, three-dimensional models, detailed and simplified drawings, and from copying other typical map or chart symbols
- examine, discuss, illustrate, and write about their own environment and discuss how climate and physical features affect how people live (e.g., how Michigan's seasons affect outside activities)
- observe examples of how and why land has been changed within their own environment for a specific purpose.

Learner Outcome:

Children will begin to learn about the reason for rules and laws in the classroom, community, and nation, and about functions of government and responsibilities of citizens in a democracy.

Indicators

Children will

- determine the need for, help make, and revise rules for their learning environment
- make decisions about making rules fair and acceptable, and determining just consequences of breaking (disobeying) rules
- begin to learn to resolve disputes and participate in democratic decision making, and in making and upholding rules

- begin to recognize leaders, identify qualities of leaders, and identify ways of choosing leaders
- collect, organize, and interpret political information
- explain their thinking regarding local matters of public concern.

Strategies

Children will

- observe the teacher and others model healthy communication practices and resolve conflict in the classroom
- discuss, determine, practice, and role play ways to communicate effectively with others and to resolve conflicts
- express an individual preference and choice through verbal expression and/or with pictures, dictations, writings, etc.
- have opportunities to reach group agreements which consider the needs of the few, as well as those of the majority

- hear stories, read books, discuss, illustrate, and write about leaders and leadership qualities
- explore ways of obtaining information about people and issues (e.g., reading, television, interviewing, photographs, films)
- discuss, predict and then determine outcomes from polling, voting, and gathering information obtained
- represent collected information about people and issues by tallying, graphing, charting, listing, etc.
- have representatives from the community talk about issues of significance in the environment (e.g., school playground improvements, public park issues, library millage, etc.).

Learner Outcome:

Children will begin to recognize the number of different influences that shape people's thinking and behavior.

Indicators

Children will

- demonstrate knowledge of personal information (e.g., name, family members, personal traits, address, telephone number)
- recognize themselves as unique individuals and become aware of the uniqueness of others
- demonstrate an understanding of family and how families are alike and different
- identify ways members of a family can work together to help one another
- recognize that culture is not inborn, but is learned from one's environment
- recognize that various cultures have various ways of celebrating and understanding the same event
- respect cultural diversity and different cultural groups, as well as their contributions to society
- respect gender differences and men's and women's contributions to society
- respect people of different ages and their role in society
- respect others with handicapping conditions and disabilities
- respect economic diversity
- create own classroom celebrations.

Strategies

Children will

- be given opportunities to share personal data orally, with pictures, dictations, writings, etc.
- observe the teacher modeling a healthy self-concept and expressing emotions constructively
- recognize, discuss, and determine ways to constructively express their emotions
- play, practice and role play strategies of getting along with others
- be exposed to many different types of families through life experiences, photos, books, etc.
- discuss how a family helps us to develop as individuals
- observe the teacher model acceptance for those of cultures other than his/her own
- be exposed to traditions and practices from other cultures by listening to stories, singing songs, eating foods, etc.
- hear stories and participate in nongendered, nonstereotyped activities
- discuss likenesses and differences among people of different ages
- recognize how different age groups can work together (e.g., cross-age tutors, mentors, volunteers)
- participate in classroom activities that include people with handicaps and disabilities
- participate in helping others by donating canned food items, clothing, etc., to give to community members or organizations
- participate in celebrations of holidays and other meaningful events of their own lives, and of others.

Learner Outcome:

Children will begin to understand how basic economic concepts relate to their lives.

Indicators

Children will

- identify a variety of workers and services in the community
- describe ways people earn a living, and ways families use their resources
- understand that you pay for things with money
- be aware why some things cost more than others
- begin to make choices about how to spend money
- distinguish between goods and services
- identify goods and services needed by and available to families and begin to understand the concept of economic differences
- describe how familiar goods and services consumed are produced
- describe the differences between a need and a want
- explain that economic wants are desires that can be satisfied by consuming goods or services.

Strategies

Children will

- be exposed to community goods or services by inviting guests to the classroom or going on field trips
- be exposed to the ways people earn a living through personal experiences, friends, and classroom guests
- participate in classroom simulations of banks, stores, post offices, etc., that promote and develop money concepts using money, catalogues, purchase orders, receipts, and other items that would be used in these or other real-life environments
- make decisions through play, small and large group experiences and role playing about ways money can be used or saved and how these decisions affect themselves and others (e.g., "If I spend all my money on candy, then I won't have any money left to go to the movies with my friends.")
- role play and participate in economic choices that may involve trade-offs or bartering (e.g., "If we go to the zoo now, that means we can't go later in the school year.")
- be provided with opportunities to explore and represent community goods or services that they have been exposed to in their environment through experiences (e.g., dramatic play, books, commercials)
- read, discuss, and list what a person needs in order to live
- be given opportunities to role play, draw, dictate, and write about their wants or desires
- be exposed to classroom experiences of abundance and scarcity (e.g., "Only one piece of snack for each person today.").

Learner Outcome:

Children will begin to develop an understanding of the relationship between people and their environment and begin to recognize the importance of preserving and conserving the resources of their environment.

Indicators

Children will

- begin to understand how their actions affect the environment
- begin to understand how the environment affects their lives
- begin to recognize renewable and nonrenewable resources and practice recycling.

Strategies

Children will

- determine and practice ways to keep their environment clean
- identify pollution and how to prevent it
- practice recycling within the classroom and school
- list, sort, etc., renewable and nonrenewable resources.

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Assessment and Evaluation

of Program Goals and Learner Outcomes

IN EARLY CHILDHOOD education, assessment and evaluation focus on the development of the whole child. Social development, emotional development, physical development, and the development of language and cognition are included.

The goals of assessment and evaluation of predetermined district outcomes are to provide information on children's individual progress toward attaining those outcomes, to guide curriculum and instructional decisions, to plan for intervention, and to evaluate program goals.

As curriculum and expected learner outcomes shift from an emphasis on isolated skills and the memorization of facts and information to an emphasis on the development of concepts and attitudes and skills taught in an integrated context, past assessment practices are no longer an adequate measure of student progress; nor do they match the philosophy of early childhood education. Such practices often called for annual administration of pencil and paper instruments that were norm-referenced and, therefore, required no teacher involvement in interpreting results. Children were rarely ever involved in the evaluation (valuing) of their efforts.

Current practices of assessment, which use terms such as alternative or authentic assessment, are ongoing and cumulative and draw upon a variety of data sources and learning settings. They reflect children's actual work in the classroom and are specifically related to district objectives and learner outcomes. They more accurately assess concept development and thinking processes. Rather than being norm-referenced and centered only on academic progress, they measure and report individual children's progress in all developmental domains. Children are actively involved in self-appraisal and in the evaluation process with the teacher, thereby promoting the child's investment and involvement in the learning process.

Once district learner outcomes are written or selected, decisions are made about what information will be collected and what methods of assessment will be useful. Selecting alternative methods of assessment without first determining what information is needed or what the learner expectations are is of questionable value.

Options for gathering and reporting information are numerous. It is critical that those selected are sensitive to cultural, racial, class, gender, linguistic, and disability differences among children and families.

Standard G.1:

Assessment used to determine children's progress in the educational setting is based on sound developmental and learning theory.

Indicators

- Assessment is continuous, ongoing, cumulative, and in the language that the child understands.
- Assessment uses open-ended formats: not all criteria are determined by the observer but may be initiated by a child.
- Children are actively involved in the assessment and evaluation process.
- Assessment draws upon a variety of settings.
- Assessment draws from children's involvement in ordinary classroom tasks and is not artificially contrived.
- Assessment does not bring added stress for children or teachers.

Strategies

- Teachers construct continuum leading to ultimate goals.
- Teachers periodically record where children's performance lies on each continuum instead of using grades, letter symbols, or percentages.
- Teachers and parents value the movement of children's performance on each continuum.
- Teachers use observation of open-ended tasks and questions as part of their assessment.
- Children have opportunities to confer with one another and with the teacher to evaluate individual and group outcomes.
- Assessment occurs as part of ongoing classroom life: small group work, large groups, individual work, structured and unstructured activities which may be child or teacher initiated.
- Standardized tests are used only for specific and justified purposes.
- Assessments are made by teachers who are familiar to the children.

Standard G.2:

The primary purpose of the assessment system is to assist both educators and policymakers in improving instruction, advancing student learning, and planning for individual intervention.

Indicators

- The assessment system is a guide for curriculum and teaching decisions for individuals and classrooms.
- The assessment system involves the use of results from more than one strategy to determine the need for and plan of intervention.
- Assessment strategies that are chosen yield results that are useful in gauging development over time.
- School staff have expertise related to the most valued and reliable assessment measures and procedures.

Strategies

- Staff continually and systematically review assessments, modifying and planning for individual instruction.
- Staff members share results of the assessment and the resulting plan with each other.
- Teachers change curriculum, when necessary, as a result of assessment review.
- Staff receive training related to authentic assessment strategies and procedures.

Standard G.3:

School districts' assessment options are driven by clear expectations of what content children are to learn and what attitudes and concepts are to be developed. Those options selected should match the district's early childhood philosophy.

Indicators

- A working philosophy of developmentally appropriate early childhood education has been developed to guide curriculum instruction and assessment and evaluation.
- Learner outcomes and behavioral indicators are written and available to all staff members and parents. These include all domains and subject areas, as well as process and content.
- Knowledge of outcomes that are appropriate at various developmental stages is demonstrated by staff and shared with parents.
- Teachers and staff are involved in selection and matching of assessment options to the area or domain to be assessed.
- Content areas are measured by more than one assessment strategy.

Strategies

- Staff members are involved in the process of writing the philosophy, setting goals, and determining educational outcomes.
- Criteria are developed for all learning domains: language arts/reading, mathematics, science, social studies, social and emotional, the arts, physical development, and cognitive development.
- Assessment continua are constructed to describe children's social and emotional development.
- Parents and community members are participants in focus groups that clarify their understanding of educational goals and outcomes.
- Workshops and training sessions are developed to help teachers to become aware of a variety of appropriate assessment methods in the various content areas and domains.

Standard G.4:

In the assessment process, a variety of strategies, tools and procedures are utilized in gathering information about students.

Indicators	Strategies
Assessment measures are a reflection of the child's school life and take various forms to show the child's actual performance. These include	
■ observation and anecdotal reports	■ Observations are used to gather baseline or repeated measures of a child's actual performance. ■ Observations contain the date and time of observation, name of observer and are recorded when the behaviors occur or shortly thereafter. ■ Observations are based on objective descriptions of observable behavior and are free of judgment or interpretation. ■ Observations provide particularly important information on social interaction patterns in the classroom. ■ Observations are structured, spontaneous, or planned.
■ teacher-constructed or standardized checklists	■ Teachers use checklists containing positively-stated, well-defined behaviors. ■ Behaviors are defined so that children can achieve the outcome in more than one way (e.g., sorting any materials versus sorting 12 black and white cubes).
■ teacher questions, interviews, and conference notations	■ Teachers use discussion to guide children in identifying thinking processes (metacognition) and to investigate children's understanding. ■ Individual conferences are frequently scheduled to allow for discussion of strategies and processes children used in their work.

Indicators	Strategies
■ products and samples of children's work	■ Photographs and videotapes are used by teachers to record children's actual construction and performance. ■ Children's writing and art work are regularly saved as part of their portfolios; children are involved in the selection process. ■ When appropriate, children's reports on their reading, as well as their oral reading, are taped and dated. ■ Oral reading samples are taped, dated, analyzed, and scored regularly. ■ Pictorial and, when appropriate, abstract representations of children's mathematical understanding are gathered. ■ Samples are collected periodically during the year and include both spontaneous and teacher-directed activities. Revisions and "best" work are included and are selected by teachers and/or children. ■ Consideration should be given in determining which portfolio contents remain at school and which are sent home at the end of the school year.
■ children's self-appraisal	■ Opportunities are provided for children to assess attitudinal, cognitive, and affective aspects of their experiences. ■ Learner outcomes and indicators are shared with children to help them monitor their own progress and formulate goals with teachers and parents. ■ Various strategies for child's appraisal are used; explanation of why work is chosen for portfolios, such as symbolic happy faces for attitudinal measures.

	Indicators	Strategies
	■ Group appraisal	■ Opportunities are provided for groups to assess what has been learned or accomplished (e.g., a group of students tell what they know, decide what they want to know, predict what they're going to find out and document what they learn). ■ Opportunities are provided for groups to assess the experience of working together.
	■ Ecomaps.	■ Staff gathers information about children's lives outside of school to help them better understand the whole child (e.g., child care settings, medical concerns, child's interests, important people in their lives, etc.).
	■ Statistically valid and reliable measures are used that are designed to be individually administered. ■ Standardized tests are used for meeting requirements for federal funding accountability or other purposes.	■ Tests selected are "normed" on a large representative sample of children matched with the children being tested. ■ Tests selected require child responses to auditory stimuli (e.g., point, construct, sort, answer a question, follow directions). Concrete materials and pictures are the main media for obtaining responses. ■ Tests selected are broad in scope. A variety of developmental domains are covered, including physical, intellectual, language, and sensory functioning. ■ Tests selected are relatively short, taking a maximum of twenty-five minutes and are administered by an adult known to the child.

Standard G.5

Assessment procedures and results and information about children's progress are understandable and useful to those who need it.

Indicators	Strategies
Progress reports include a combination of the following	
■ sequential, developmental indicators that report whether the child has attained or is working on the concept, skill, etc., rather than letter grades or corresponding symbols	■ Parents are informed about new reporting procedures. ■ Parents are given information, realistic expectations of children's development and growth (e.g., stages of literacy development, math development, etc.).
■ anecdotal reports of student progress	■ Reports are in jargon-free language and contain an honest appraisal of children's progress.
■ portfolios	■ Portfolios include a variety of information. ■ Portfolios are sent home periodically and shared at conferences. ■ Samples of children's work are sent home frequently between reporting periods and conferences.
■ parent/teacher conferences	■ Conferences provide a forum for parents and teachers to share a variety of information and discuss present and future goals. ■ Children may be included in conferences. ■ Ample time is provided for the conference.
■ frequent communication between home and school	■ Brief reports through telephone calls or notes about daily happenings are shared.
■ building or classroom newsletters are distributed	■ Classroom learning and experiences, student and class successes, and samples of student's work are included. ■ Newsletters are sent regularly and frequently.
■ reports to parents are thorough and clear ■ progress reports should be shared with noncustodial parents, whenever possible.	■ Teachers use simple, clear, objective language when reporting to parents, and are conscious of literacy levels. ■ Teachers are given ample time to make thorough reports and to answer all parents' questions.

Standard G.6:

Programs and staff are evaluated regularly to ensure that goals are being met and that children and families are benefiting from participation.

Indicators

- All program components are reviewed periodically.
- All program components are reviewed and evaluated by a variety of groups.
- Data obtained from program assessment are used to identify needs.
- Performance data of children are summarized and quantified to evaluate how well the program is meeting its goals.
- Teachers are evaluated with methods that reflect the district's early childhood philosophy and curricula.

Strategies

- Philosophy, curriculum, expectations, assessment and evaluation, professional development, parent involvement, etc., are reviewed to make modifications and improvements.
- Information and reactions are solicited from parents, community, and all staff, by using interviews, questionnaires, etc., and the responses are used for program modification.
- Staff development and resource needs are identified and provided based on program assessment.
- Coordination of methods and a common understanding of outcomes and indicators within and between grades and across the school district is promoted.
- Teachers understand and have input into the evaluation process.
- Evaluation reflects teaching strategies and classroom organization and management that are appropriate for young children.

Assessment and Evaluation References

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APPENDIX: DEFINITIONS

academic programs: Refers to situations in which a strong emphasis is placed on such things as grade-level achievement, test scores, following instructions.

age appropriate: Experiences and a learning environment that match a predictable stage of growth and development (physical, social, emotional, and cognitive).

alternative grouping: Cooperative learning, interest groups, skill groups, peer tutoring, and cross-age groups, as well as social groups.

child development associate: Nationally recognized credential awarded through the Council for Early Childhood Professional Recognition, a subsidiary of the National Association for the Education of Young Children, for competence in working with children birth to five years of age.

child-initiated activities: Experiences where children have choices of activities at learning centers and where they get answers to their questions and construct knowledge by exploring, experimenting, manipulating, and problem solving without being directed by an adult to find one correct answer.

collaboration: Involves people from different agencies joining together to work toward a common goal. The result is a highly shared endeavor with members eventually committing themselves as much to the common goal as to the interests of participating agencies. Agency autonomy is therefore limited, and the effort involves high contact (including high conflict) and is usually quite conspicuous to the outside world. An example would be the decision to build and jointly operate a community center that houses school, recreational, and social service components.

community collaboration: Active participation by the larger community is critical to the maximum success of the early childhood program. An organized group of persons, usually an advisory council, which is representative of the home, school, and community should be formed. This council serves as a communication link and provides direction in planning, developing, implementing, and reviewing the early childhood education program. In addition, representatives of the community will be invited to participate in the early childhood program.

cooperation: Aiming at some integration between two or more agencies, rather than just parallel operation, is characteristic of interagency coordination. Agencies do not lose all of their autonomy, but they decide to give up some of it for certain benefits. Cooperative fundraising through the United Way is an example; joint purchasing agreements are another. While the agencies involved remain separated, there is considerable personal contact with members of the cooperating agency, and the agreement is likely to receive considerable publicity.

coordination: Two or more agencies operating in such a way as not to duplicate services nor fail to provide necessary services to a given geographic area. The agencies involved still operate for the most part autonomously and the effort is not liable to attract much public attention. For example, many communities have resource banks, where all health, education, social services, and community agencies

are listed. These coordinating agencies publish composite calendars and serve as referral agencies. The intent is to provide inclusive information about available services both to participating agencies and to potential clients.

criterion: A descriptive statement of a subtopic or component of a given standard.

developmentally appropriate: Refers to offering content, materials, and methodologies, in a language that the child understands, that are commensurate with the child's level of development and for which the child is ready. This means concrete hands-on experiences in preparation for moving to symbolic levels (letters, numbers, pictures).

early childhood education: Provision of purposeful experiences, public or private, aimed at guiding the physical, emotional, intellectual, and social development of young children, birth through eight years of age or through second grade.

Early Childhood (ZA) Endorsement: Endorsement given by Michigan colleges and universities upon completion of an eighteen-hour early childhood education program requirement, which is recognized by the Michigan Department of Education as fulfillment of teacher certification in prekindergarten and kindergarten.

extended day: Kindergarten programs that run longer than the usual 2.5 hour session.

extra year programs: A program which requires children to spend an additional school year in a class between preschool and kindergarten, kindergarten and first grade, and/or between first grade and second grade.

family: People related to each other in many ways: by blood, marriage, adoption, or legal guardianship. Family members include: biological parents (custodial and noncustodial); adoptive parents; foster parents; step-parents; grandparents and other relatives of significance to the child; all siblings (half, step, full). In addition, any individual who has extensive contact with the child and/or is a significant person in the child's life could be included.

family collaboration: Family members should be respected as equal partners in all phases of the early childhood program. Families are integrated into the early childhood program through opportunities to plan and participate in all stages of program development and implementation. Supportive opportunities should be provided for family members to expand their knowledge of child development, increase parenting skills, extend children's learning at home, and utilize community resources.

integrated approach: Content is not taught through isolated subject areas in 15-30 minute time segments, but is presented in thematic units involving many subject areas.

intervention: To intercede by acting on behalf of someone in difficulty.

learning centers: Areas in the classroom designated for interaction areas (drama, construction, tactile and art media) or curriculum areas (manipulatives for math and fine motor development, materials for language development and science exploration).

network: Primarily facilitates communication among individuals. It requires only very loose linkages among participants and is often not

very noticeable to the outside world. The agencies to which the participants belong are only minimally involved and lose none of their autonomy. The network's purpose is largely exchange of information or other nonmaterial resources. A common example of a network in action would be the inclusion of members of key state agencies (e.g., social services, juvenile justice, community colleges, and the legislature) on the community education advisory council. The purpose would be to increase the likelihood that important information and viewpoints are exchanged and that opportunities for mutually beneficial exchange of resources are enhanced.

Public Act 116: Licensing rules for child care centers promulgated by the authority of Section 2, of Act Number 116 of Public Acts of 1973 to the Michigan Department of Social Services which set forth the minimum standards for the care and protection of children. The rules apply to agencies, centers, or public and private schools providing child care services (Head Start, preschool full-day child care, before and after school, less than twenty-four hours) to children aged 2 1/2 weeks to 13 years.

quality indicator: A specific description of an outcome, condition, process, role, function, etc., of a component of the criterion which can be observed and used to determine the extent to which standards are met.

Staff:

administrative/supervisory personnel: Personnel at the local district level, usually the principal, who are responsible for administering, supervising, and leading early childhood education program services, activities, and instructional staff. Such personnel could include district level or building administrators/supervisors who are responsible for the early childhood education program or a cluster of programs of which early childhood education is included. Also included are program directors and specialists.

auxiliary staff: Personnel at the local district who are responsible for delivering support services offered by the district and/or required by federal or state regulations. Such personnel could include Chapter I staff, special education consultants, school psychologists, social workers, and learning disabilities specialists.

instructional personnel: The instructional staff includes all personnel who are assigned responsibility for teaching or assisting in teaching in the early childhood education program. Such personnel may include the early childhood teacher, paraprofessional or associate teacher, and teacher aide or teacher assistant.

supplementary staff: Nonpaid personnel, such as parents and other volunteers.

standards of quality: A group of acknowledged measures of comparison for qualitative and/or quantitative value which outlines what is expected or considered appropriate and adequate for the operation of a high quality early childhood program for prekindergarten through second grade.

transition: Procedures and activities that support the family and facilitate the child's introduction to new learning environments (home to school, from preschool to kindergarten, from one school to another, from one grade to another, and from one country to another).

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Title: Early Childhood Standards of Quality for Prekindergarten through 2nd Grade

Author(s):

Corporate Source: Michigan State Board of Education

Publication Date: December 15, 1992

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